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ABSTRACT

These proceedings comprise descriptions of approximately 120 workshops and presentations. Entries range from short workshop descriptions to full-length papers. Topics cover various bases, applications, and outcomes of experiential learning techniques, including community-based experiences for at-risk secondary students, using the Internet, personal development through adventure activities, techniques for facilitating "flow" during challenge activities, evaluating program effectiveness for adjudicated youth, legal liability and risk management, theoretical and philosophical foundations of experiential education, story telling, expeditionary learning, survival education, experience-based training and development for corporations, feminism in outdoor experiences, instilling empathy and self-esteem in at-risk and abused youth through adventure programs, stress management, wilderness programs, adventure family therapy, outdoor leadership training, ethical decision making, maintaining emotional safety in groups, research on experiential education, spirituality in experiential education, and development of experiential education in other countries. Appendix contains an index of presenters. (SV)

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Experiential Education

A Critical Resource
For The 21st
Century

22nd ANNUAL
CONFERENCE
NOVEMBER 3-6, 1994

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Welcome to the Proceedings Manual, a compilation of the expanded descriptions of all workshops which were presented at the 22nd Annual Conference of the Association for Experiential Education. The conference schedule was rather packed, making it impossible to attend all workshops of interest. With this in mind, the Workshop Committee requested all workshop applicants to submit expanded descriptions of their workshops which answered a series of questions relating to the conference, the attendees, and the theme, "A Critical Resource for the 21st Century." We hope that these expanded descriptions will allow the attendees to reach a thorough understanding of the workshops that they missed. Furthermore, we hope that the materials contained herein will inspire broadened interest in the field of experiential education, increase awareness of the applications of experiential education, serve as a valuable resource in your collection of literature, and facilitate networking with the presenters. With this last point in mind, we have included an Appendix of Presenters which lists the addresses and phone numbers of the presenters at the conference. The Index by Presenter should serve to assist in the location of particular workshops by the primary presenters last name.

On behalf of the Workshop Committee, I would like to extend my gratitude to all of those who submitted workshops to this year's conference. Although logistical constraints required us to turn down several high quality workshops, those decisions were not made easily. Many factors were taken into account in reviewing the proposals, and the workshop evaluators had a difficult and intensive task in coming to those decisions.

Special thanks goes to those on the workshop committee who devoted their time and energy to selecting the workshops that were presented at this year's conference, and which are included in this manual: David Jenkins, Jana Jones, and Eleanor Weber. I would further like to express my gratitude and appreciation to Jana Jones for all the brainstorming, problem-solving, information relay, and proxy presentations she offered. This process was made more enjoyable by her spunk and good-hearted spirit.

Finally, I would like to thank my wife, Teresa, whom many of you have spoken with on the telephone. I had no idea how extensively my volunteer efforts would draw on her as integral support.

Javier Villanueva,
Workshop Coordinator

Cross-cultural Experiential Learning: Experiences of a Field-based Educator Working with Aboriginal Communities and American Students.

Eric Arndt, M.Ed.

The intricacies and power of Aboriginal culture, and the issues which face Aboriginal people have become a focal point of my work with students in Australia. The presentation would take the form of a talk which would lead participants through the essential methods which I and SIT (School for International Training) use to introduce students to the inner workings of the indigenous Aboriginal population of Victoria.

Day: Thursday
Time: 1:30

Expanded Description

Eric Arndt received his B.A. from San Francisco State University, and Master of Education from Brunel, the University of West London. His M.Ed. research was on the subject of Study Abroad and was conducted in conjunction with the Fulbright Commission in London and the Institute of International Education in New York. His varied professional career has included student exchange advising and public relations work with the Institute of International Education and Middlesex University in London, English Language teaching and copywriting in Osaka, Japan, and cross-cultural exchange consultancy for organizations as diverse as the US Fulbright Commission and SNCF French Railways. Mr. Arndt also spent several years working as a cross-cultural summer camp director, photographer, graphic designer and journalist abroad and has published on the subjects of international exchange, arts and travel. Mr. Arndt has been Academic Director of the Australia College Semester Abroad program since Spring 1992.

As a result of a personal interest in the holistic growth of students through experiential education components directed at Aboriginal culture, I have achieved "Knowledge", as identified by Clan members and Elders, which has allowed me to be accepted into communities as an experiential guide to learning, on "their terms."

In its simplest form, I will present my research with regard to experiential value of the current SIT program in Australia, the introduction and experiential components leading to greater understanding of the Australian environment and its indigenous people with comments on remaining ethical and sensitivity to impacts on studied culture. Also highlighted will be the long-term effects on students of the true and powerful knowledge which students gain from these encounters.

Recently I had a student who took his independent study to what I would consider the highest levels of what I have been working to achieve. Corey Kirkwood, from Colgate University, asked me early in the semester if I could guide him toward uncovering his own Dreaming. A semester of discussions with him and a community, based in Gariwerd National Park, led to him going and living with them for three weeks. In that time, he was able to align himself with them to the point that he was given guidance to discovering his "Dreamtime Story", as well as mastering his Didjeridu playing skills and designing a totemic design which he applied to his instrument in traditional ochres. The top it off, he was given an Aboriginal name which he will carry with him forever. Two other students (both women) from my Spring 1994 group also became proficient Didjeridu players.

The process which Corey experienced, and which other SIT study abroad students experience to varying degrees, is made up of a blend of carefully designed experiential learning techniques which aid students in looking beneath the value systems which are imposed, unconsciously, upon us as we are socialized in the western world. It is my hope, with my students, to draw from them as close to a model of universal truth and understanding as I can, within the constraints of the semi-traditional semester plan I am compelled to follow.

In my presentation I would be highlighting those experiential components which exist in all SIT College Semester Abroad programs, drawing from my own experience in Australia those relevant examples which I feel would illuminate the audience to the possibilities for cultural learning in overseas environments.

I am often asked if these types of techniques are employed with in the U.S. for those wishing to experience our own Native American culture. My answer, without knowing exactly, is normally yes. In my youth, I was a member of a Scout troop which taught a select group of us the dances, ceremonies and art culture of a variety of Native American peoples. There is no doubt in my mind that those dances and ceremonies which I experienced between the ages of 11 and 14 have shaped my interest and sensitivity to the depth of comp;late cultural understanding - almost on a spiritual level. I would hope to be able to move the audience in my presentation to a clear understanding that experiential education is beneficial in the education of the mind and soul.

As a conclusion, in my presentation I will highlight the work I am currently proposing, on the invitation of La Trobe as Doctorate work to begin in February. The project will work to create a mechanism for further cultural awareness of the Aboriginal communities in Victoria. As an end, it will work to heighten Koori cultural thinking towards the end of benefiting Aboriginal communities and the Victorian government as a result of improved and coordinated Aboriginal Ecotourism.

The Community Is Our Classroom.

Geoffry Cohl

This workshop focuses on linking students with external learning experiences practiced successfully for 21 years at City-as-School H. S. We will discuss how using off-site learning facilities where the emphasis is on acquiring academic skills as well as career exploration, effectively reaches the at-risk secondary school student who is a potential dropout. Participants will explore the potential for replicating this program in all communities.

Day: **Thursday**
Time: **1:30**

Expanded Description

City-as-School is an alternative, diploma-granting New York City public high school whose primary curriculum objective is to link at-risk students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experiences can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons in their education. Instead of attending classes in one building, students move from learning experience to learning experience based on a program they choose by consulting the CAS catalog. They receive academic credit for each learning experience successfully completed.

City-As-School (CAS) was founded in 1972. After a year of planning, with 4 faculty members and 15 students, CAS went into operation with 61 students and 5 faculty members in one room of a school building in Brooklyn, New York. Today, CAS has a student body of 1,200 students including our Executive Internship department, and a faculty of 80, and is currently operating out of three sites in New York; one in lower Manhattan, one on the Brooklyn campus of Long Island University, and a third facility in the Bronx.

City-As-School has a non-threatening credit/no credit evaluation system. Students who successfully complete the requirements of each learning experience are granted academic credit towards a high school diploma. Depending on the nature of the experiences selected, the actual number of resources utilized during an eight week cycle can vary. A student may have a program comprised of several short learning experiences (LEs) or one lengthy one. A LE may require a student's participation for hours beyond the normal school day or on weekends.

In 1977, City-as-School won a Title IV-C Validation Grant as an educational "model in excellence." As a result of validation, CAS won a Title IV-C Demonstration Grant to promote awareness of, and to replicate, the CAS model in various school districts across New York State.

In 1983, City-As-School was validated by the Joint Dissemination Review Panel of the United States Department of Education. In 1985, CAS was the recipient of a coveted National Diffusion Network (NDN) award, "The Academy Award" of educational institutions. CAS was cited by the Federal Government's NDN as an exceptional program. The NDN has currently provided City-As-School with funds to set up schools modeled after CAS in other cities and communities across the USA. Currently, there are CAS replications in more than 20 states and several cities in Europe.

CAS has been the subject of many articles in The New York Times, the Daily News, The American Educator, Nation's Schools, the English Journal, and Synergist. In addition, the school has been featured on WINS, WABC, and other radio stations, and on ABC, NBC, and PBS television.

City-As-School accepts a cross-section of the high school population of New York City's five boroughs. These students represent almost every religion, ethnic, and social group in New York. They transfer to

CAS from neighborhood high schools, private schools, out of state and abroad. Preference is given to students who have completed the ninth and tenth grades, and to those who have fulfilled two years of math and science. However, each applicant is processed on an individual basis. Students lacking some ninth or tenth grade credit who nevertheless give some evidence of maturity and resourcefulness are encouraged to apply.

Due to the unique nature of experiential learning at City-As-School, the task of selecting students who can benefit from external learning situations is extremely important. The admissions coordinator is responsible for admitting new students, training and supervising student assistants and maintaining liaison with parents and prospective students.

Parents, students, and guidance counselors interested in City-As-School are invited to attend "Open House" meetings held at regular intervals during the school year. These meetings are small group question and answer sessions and are conducted by the CAS admissions coordinator and trained CAS student recruiters.

The entrance interview, required of all student applicants, is a structured session which yields a standardized evaluation of each student's group awareness, communication skills, and style.

Throughout the entire admissions process, the City-As-School admissions coordinator works closely with the guidance department and administration of the feeder high schools.

City-As-School tries to provide students with external learning experiences (LEs) in the community that will fulfill all their credit needs. This isn't always possible. At various times, as needed, CAS gives courses in remedial writing, creative writing, remedial math, advanced math, social studies, economics, health, and a variety of independent study projects in many credit areas. These classes are taught by the teacher advisors who function as our in-house teaching staff and who also provide support, guidance and direction for the students in his/her group. This is an essential part of the advisor's work because many of our students come from troubled backgrounds. Some have histories of truancy; some have family problems; some find the regimentation of the traditional school oppressive and alienating. The advisor is the first person to whom they turn, and he/she becomes the surrogate parent, older brother or older sister figure. The smallness and intimacy of the school helps to create and maintain the nurturing family feeling or communal atmosphere. This supportive atmosphere is key to the success of the school. The advisors and the rest of the staff provide that support network.

Teachers have non-traditional roles. They are divided into Teacher Advisors and Resource Coordinators. Each Teacher Advisor holds seminars, and class meetings, and is responsible for individual conferences with students and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students' progress, responding to students' problems at resources and registering students. Visits to the sites are required.

The College Studies Program, a cost -free educational choice, offers City-As-School students the opportunity to do college-level work while attending high school. This workshop will also explore how beneficial this program is in helping develop greater self-esteem and academic excellence in our student population.

Our Multicultural Program consists of three parts; for students with Limited English Proficiency, for monolingual students gaining proficiency in a foreign language, and a Multicultural Student Exchange Program. We will explore the effectiveness of external resources with this student population.

This workshop will focus on the multi-faceted approach developed by City-As-School, and how this approach effectively reaches the at-risk secondary student who is a potential dropout. We will discuss the off-site learning facilities where the emphasis is on acquiring academic skills as well as career exploration, and show its cost effectiveness.

We will discuss the potential for replicating this successful alternative program in any size community. Additionally, we will explore the resources available to school communities to assist with setting up this unique educational experiential program.

Surfing the Internet: Accessing the Information Superhighway

Rick Curtis

Over the past year and a half a number of AEE members have been working to develop better electronic access for members. Since our business is education, transmitting information, it is clear that the "information superhighway" is something we need to learn how to ride. There are a number of on-line resources for AEE and more are being added daily. Currently, these resources are based on the Internet, the global connection of computers at Universities and businesses. This workshop is designed to give you a brief overview of where we are and where we might be going.

Day: Thursday
Time: 1:30

Expanded Description

The "information superhighway" is the next wave of sharing computer information. AEE hopes to stay on the forefront of this new technology by expanding our capability of sharing information electronically. This hand-on workshop will explore the how to harness this new technology. The workshop will provide information on mail systems, file transfer, and hypertext documents on the World Wide Web. Extensive materials will be supplied.
Goals

- Provide a basic understanding of the Internet.
- Demonstrate Email systems including Listserv and News Groups.
- Demonstrate how to transfer files.
- Demonstrate the World Wide Web and browsers such as Mosaic.

Listserv

LISTSERV is a distribution list management package. It allows groups of computer users with a common interest to communicate among themselves, while making efficient use of computer and network resources. It makes it easy for even novice users to discover, join, and participate in these interest group mailing lists. LISTSERV also provides facilities for logging and archiving of mail traffic, file server functions, and database searches of archives and files. LISTSERV functions as an email hub. Any message sent to the hub is forwarded to all subscribers. This allows people to post questions and receive answers and post information.

AEE currently has two listserv's running hosted by the Outdoor Action Program at Princeton University. The first is AEELIST, a general discussion group on experiential education. The purpose of this listserv is to facilitate discussions on a broad range of experiential education issues including both classroom based and field based programs in secondary schools, colleges, corporate programs, youth at risk, therapeutic adventure programs, challenge education, ropes courses, etc. We hope that you will contribute often as we work to improve and expand all of our programs. The listserv was begun as a forum for discussing how AEE could become on-line and some of the discussion still focuses on this topic. Current membership is 110.

The other list is WILDORNT an listserv that focuses on college wilderness orientation programs including planning and leadership training. Current membership is 27.

To subscribe to either list you must send an email message to: LISTSERV@PUCC.PRINCETON.EDU
the body of the message should read: SUBSCRIBE AEELIST (or WILDORNT) your name
The listserv will extract your email address from the header of your mail message (so don't send the message from someone else's account).

Additional listserv's may be set up to focus on particular interest areas. In order to start a list one must have a mainframe site on the Internet and someone at that site to be the listserv administrator. This person handles basic list maintenance such as new subscribers, responding to error messages, etc.

Availability: Listserv will work with any system that has connections to the Internet that can handle email. All of the commercial services, American Online, Compuserve, etc. allow email exchange with the Internet. On commercial services there may be fees associated with receiving Internet messages.

Gopher

Gopher is one of the fastest growing resources on the Internet. Gopher is a program that runs on a variety of different platforms (Mainframe, PC, PC-Windows, Mac, or UNIX). Gopher uses a layered menu structure to allow you to access documents.

Below is a sample of the Princeton Gopher Menu

```
<document> We're Building a Better Information System
<menu>     Help and Information
<menu>     News and Weather
<menu>     Entertainment and Events
<menu>     Especially for Students
<menu>     University Departments and Services
<menu>     Princeton University Libraries
<menu>     Other Libraries and Reference
<search>   Search Menu Items at Princeton
<menu>     Phone Books and E-mail Addresses
<menu>     Other Gophers at Princeton
<menu>     Explore the Internet
```

Various files are stored on the Gopher server and can be accessed by moving down through the menu list. As you can see, some items in the list are documents, others lead to a deeper, more specific menu, and others allow you to search using keywords. Using Gopher, you can work your way down through menus to get to the documents you are interested in. Most University's have gone to using Gopher as a Campus Wide Information System (CWIS). If your server is set up to allow users from outside the campus access the Gopher server, then other groups can read the same files. So if you know of a place that has useful information, you can connect with their Gopher system and browse down through.

You can also use Gopher to do searches from across the Internet through a program called Veronica. Here you enter keywords Veronica searches all across the Internet for any files it can find that have those keywords (in the title of the file). You will then need to select a site to search from (a Gopher Server on Internet). Enter your keywords and Gopher will pull up all indexed files that have those keywords. If you enter Kayak you will get all the document titles that Veronica can find with that word. Some of those might be documents, or Internet news groups, or a listing in a on-line library card catalog.

As more and more programs begin to get information stored up on a server that is accessible from outside their campus, AEE members can access that information through Gopher. Since there are many types of Gopher software (some of which is free) one can run Gopher on almost any computer from an XT to a Quadra.

The advantage of systems like Gopher is that they insulate the user from having to link to a specific machine and do a time consuming search on one computer somewhere, only to discover the info you wanted isn't there and then have to start again somewhere else. The client versions of Gopher (particular the ones that use a graphical user interface (GUI) like Windows or the Mac) also allow you to pull more that just text across, you can bring across pictures, sounds, etc. if you have the proper hardware and viewer software on your machine.

Availability: Many campuses are now running a Gopher system and software can be run from the mainframe or you can download the client version to your computer. Some of the commercial services (such as Delphi) are now offering full Internet access and the other services are bound to follow. There is also now a commercial Gopher client for PC-Windows with a connection to the Internet. Keep in mind there is a fee for commercial service access.

World Wide Web

The World Wide Web (WWW) takes this whole process up to another level. For those who are familiar with the Macintosh it acts like a Hypercard Stack. A document or page can have links to other documents and those documents can be on servers across the Internet. All you need is the correct address pointer called a URL (Uniform Resource Locator) to get to the other document. The "document" can be a text file, a graphic, sound, video image, etc. and all of these things can be imbedded within one document. So the WWW is a hypermedia system across the Internet. You use the WWW through a browser program, the most common is Mosaic which is available for free from the National Center for Supercomputing Applications. It is available for Mac, PC-Windows, and X-Windows. Mosaic is able to read and display both text and images, and do sound and video if you have the right hardware and software.

Mosaic is sort of the superset of Internet access tools. It lets you read Gopher, search for files, access databases, and download files all without having to know lots of arcane commands. So what is a home page? A home page is simply a text document for Mosaic (or other Web browsers). It is done with a simple text processor in what's called HTML (Hypertext Markup Language). This is just a series of standardized headings to tell Mosaic how to display text or where a URL is.

For example, to make text use headline style1 and be bold you format the text with the following additions

<h1> Your Headline </h1>

To point to another resource on the Web you include a URL like this

<A>http://www.ncsa.uiuc.edu/SDG/Software/Mosaic/Docs/whats- new.html>NCSA Mosaic's 'What's New' Page</A>

The first part is the URL or pointer. The only thing the user sees on screen is the description of the document NCSA Mosaic's 'What's New' Page which will be a different color or highlighted to tell the user that it is a hypertext link. Clink on the link and you'll jump to the other document. It takes a little work to create the HTML documents although there are new tools coming out everyday.

AEE and the WWW

The World Wide Web offers a great potential resource for AEE as we work to expand out ability to communicate electronically. The advantage of the system is that information can be stored across the Internet and only the pointers to the information need to be maintained in one place. At the moment the Outdoor Action Program at Princeton University is hosting several AEE test pages. The URL to access the test page is

http://www.princeton.edu/~rcurtis/aee.html

This will give you an idea of the types of things that we can do. At the moment there are four sample pages, the AEE Home Page, the Schools and Colleges Home Page, the Schools and Colleges Files Page, and the Outdoor Action File Downloading Page. The Schools and Colleges Page also has a link to the Outdoor Action Program Home Page which has links to straight text files in the Princeton Gopher system.

Becoming a Host Site

To become a host site you must have a computer connected to the Internet which can hold local files. The machine should be a server which is on 24 hours a day. Files must be located in a public access directory that allows anonymous login. Files can be available for simple ftp, from a Web client, or can be accessed through a campus Gopher system. We are looking especially for sites with World Wide Web servers that can host other home pages. To be a Web host site doesn't mean storing other peoples files on your system but keeping track of where the files are located. For example, if a site agrees to host the Women in AEE Home Page, others can email them information with URL's (Uniform Resource Locators - the hypertext pointers that allow you to jump to a document on another system) and the host site would continue to update the home page with pointers to new information and documents across the Internet.

The great advantage to this system is that no one site has to commit the computer resources to store all the documents. Each site can store their own and provide the pointers to the various pages. I envision an AEE Home Page with links to other pages that focus on specific topics such as the regional associations, special interest groups, etc. People can link to the Home Page and then jump to wherever they are interested in.
Sources for Software

Listserv - contact your computer center. This must reside on the mainframe or a server connected to the Internet. No software is needed on your local computer (except for some program to send email). You simply send email to the list.

Gopher - there are a number of Gopher software packages. Many campus mainframes have a version running on the mainframe so once you are logged on you don't need any software on your computer. Other systems use a "client" software package on your computer that communicates with the Gopher server. This client-server model allows for easier searching, the ability to save searches for use later on, "bookmarks" to mark interesting things you find, etc. A number are free from a campus computer center and there are now some commercially available packages (I have seen one PC-Windows version).

World Wide Web Browsers - There are a number of WWW Browsers available. Currently most of them are free. You simply need to download them and then install them. Keep in mind that the GUI versions are very new and can be buggy. Both the Mac and Windows versions are available on the Internet Forum on Compuserve.

Biography

I have served as the Director of the Outdoor Action Program at Princeton University for the past thirteen years. I have extensive computer experience including database design, desktop publishing, and developing on-line information resources on the Internet. I am currently hosting the two AEE Listservs and have developed the World Wide Web Pages for AEE. I have presented at a number of conferences including the 19th, 20th, and 21st AEE Conferences, at two AEE Mid-Atlantic Regional Conferences, three Ivy League Outdoor Orientation Program Conferences, and have served as a consultant to college outdoor programs across the U.S.

An Alternative Program That Surprises Clients Toward Growth Through Adventure Education.

Jane Detwiler, MS. Clement Gavenas, MS. and John Helie, MS.

This presentation will provide information on an alternative program that enhances personal development through adventure education activities. A variety of skills, strategies, and techniques will be discussed and demonstrated. This model deals with at-risk, disconnected youth. It is the presenter's personal belief that adventure education presented on a daily basis is requisite to the program's success.

Day: **Thursday**
Time: **1:30**

Expanded Description

"This is the best school I ever went to . . .When I was on top of that rock, I felt really high!....". This exultant statement was uttered by a young student who can best be described as disconnected. A runaway, a drug user, frequently in trouble with the law, a high school drop out, Mike completed our program with a developing sense of personal competency and pride.

We offer this case scenario to introduce our presentation because, quite frankly, we believe simply in doing what works. Our alternative high school program is successful because it does what it says it will do! The heart of our presentation emanates from our product, which is exemplified by another student, Derron, an African American male, defensive, argumentative, aggressive, mistrustful upon entering our program, who hugged staff members at termination.

In June we completed our first year as an Alternative High school Program for Baltimore County Schools. Our staff felt as enthusiastic and positive in June as we were when we initiated the program in August of 1993. What accounts for this professional and personal liveliness while working with what can best be described as a difficult and challenging population? Again, quite simply, we like what we do and we do it together.

At this point the reader might tend to immediately perceive these first few paragraphs as simplistic. Rather, our invitation is to tease our audience in wanting to learn the foundational theory and practice that embodies a successful alternative program.

We are often surprised by school administrators who tell us that our program is too soft. Somehow it seems fitting that suspended and expelled students should be placed in a strict, rigidly disciplined environment. The word "punishment", although not used, is close to the tongue! We are committed to a belief that developing an internal locus of control greatly supersedes extrinsic disciplinary actions that foster an external locus of control.

In our mission statement and "Tenets of the Alternative Center", we clearly state our basic value and strategy with our clients. We chose the word "client" rather than student for its connotation of serving the needs of individuals, something for which we hold ourselves accountable.

Undoubtedly there is a person centered approach inherent to our primary relationship with our clients. Our mission statement, which reads as follows, proclaims this all important perspective:

> We unconditionally accept and serve 14-21 year old clients who have left the traditional school setting for a variety of reasons and are in need of a nontraditional setting and strategies to guide them toward a more productive and fulfilling life.

The "surprise" lies in their expectation of sternness, authoritarianism and punishment, only to be disarmed by patient calm, consistency and caring, and empowerment through options. We frequently "hook" our clients by modeling the unexpected! Also, we espouse that the surest way to self-esteem is through self competency. We feel best about ourselves when we accomplish life's tasks well!

With genuineness and unconditional positive regard as our operating values, we have developed a holistic program that integrates academic, career, vocational, social emotional issues and adventure education. Clients attend our Center four days each week. Two days are "onsite" and two days are "offsite". Offsite activities include hiking, rock climbing, canoeing, caving, kayaking, snorkeling, sailing. (Clients have built their own sailboat!) Essential to these activities is their relationship to our personal development component in which clients reflect upon their experiences. Briefing and debriefing sessions are held to explore personal issues (i.e., fear, trust vs. mistrust, cooperation, comfort level, diversity). Safety practices are constantly demonstrated. Experiential activities are always connected to pertinent social and emotional concerns of the clients. Relevancy of experience is the focus here!!

Our "School Improvement Plan/Personal Development" outlines the student, staff and center goals of our Personal Development Program as well as the specific strategies employed to achieve those goals. At the core or our strategies are modeling, mentoring, building on success, respect, conflict resolution, daily venting sessions, individual and group counseling. We strongly feel that daily doses of adventure/experiential education techniques insure positive healthy change experiences for our clients. Clients generally remain with us about two school quarters (i.e., twenty weeks). Staff members work diligently to effect a smooth transitional process back into the traditional school model at the clients' home school at the end of this time frame.

Another strengthening ingredient to our program has been the wellness of our staff. There have been no requests for transfers even with a staff/client ratio of one staff member per ten clients. A wonderful feature of our staff's competency is that roles are frequently interchangeable. Staff members are themselves empowered by shared decision-making. Daily venting and reflection sessions are held for staff. Both staff and clients represent a broad range of multicultural backgrounds and traditions. We see this as a major enhancer to our program.

Our intention for this presentation is to engage the participants in some group initiatives, to present the successful facets of our program through theoretical and practice oriented techniques and strategies, to share anecdotal histories through client interviews, videotape, and slide presentations, and to challenge the participants to engage the presenters in a lively debate of issues. Being adventure oriented, we relish the opportunity for critique, debate and sharing of experience immediately.

Why is this workshop needed? Quite boldly, it is needed because what we do works. Competent "hands on" educators are energized by what is successful in practice. More importantly, it meets the need of disconnected young people. The participants will be given an energetic, motivating workshop session that will give them a working plan for success. Assessment will be evident by the interchange between presenters and participants. We're excited about the long term prospects for alternative education programs developed through experiential/adventure oriented strategies.

Facilitating Flow Experiences During Challenge Education Activities.

Patti A. Freeman, Ph.D.

This workshop will present research that examined the experience of "flow" during challenge education (CE) activities. Group discussion will focus on the role of sequencing activities, as well as facilitating techniques to engender flow experiences during CE activities.

Day: Thursday
Time: 1:30

Expanded Description

This workshop will present research that examined the experience of "flow" during challenge education (CE) activities. Group discussion will focus on the role of sequencing activities, as well as facilitating techniques to engender flow experiences during CE activities.
Expanded Workshop Description

Flow is a construct that has been used to describe a mental state wherein the individual experiences (a) the merging of action and awareness; (b) the centering of attention; (c) the loss of self-consciousness; (d) the perception of control over the environment; (e) clear, unambiguous feedback from the activity concerning the person's action; and (f) the absence of need for external rewards (Csikszentmihalyi & Csikszentmihalyi, 1988). Csikszentmihalyi's interest in pursuing further research into the nature of the flow experience stemmed from the belief that, "if we can learn more about activities which are enjoyable in themselves, we will find clues to form a motivation that could become an extremely important human resource" (1975, p. 2). In accord with the conference theme, "Experiential Education: A Critical Resource", providing flow engendering experiences is one vehicle through which our most critical resource for the future--happy, motivated human beings--can be developed and preserved.

The experience of flow is said to benefit the individual by promoting feelings of satisfaction, reward, and competency. According to flow theory, the subjective state of flow occurs when the perceived challenge of an activity is higher than the subject's mean response on challenge, and perceived skill level is higher than the subject's mean response on skill. When a high challenge/high skill ratio is experienced, the subjective quality of the experience is greatest and defined as a "flow" state (Csikszentmihalyi & Csikszentmihalyi, 1988). Any activity may engender flow experiences if the activity is structured such that challenge and skill can be matched. It follows, then, that a wide range of leisure and adventure activities can be investigated for their potential to foster the individual's experience of flow.

Challenge education (CE) activities may serve as excellent facilitators of the experience of flow. They follow a sequential approach in presenting initiatives to facilitate individual learning and growth in the cognitive, motor, and affective domains. In fact, Nussbaum asserted that if flow is to be achieved during challenge education experiences, then "participation in a sequence of progressively challenging experiences based upon the increasing competence and confidence of the individual is warranted" (1985, p. 58).

While flow theory has received widespread application in psychological, sociological, and leisure research, no empirical research has been published that examines flow theory in the context of challenge education activities. The present study attempted to go beyond disciplinary, "outcome" issues (self-concept, self-esteem) of past studies by examining the experience of flow at each phase of the challenge education experience. This study provided support for: (a) the theory of flow in the context of challenge education activities, and (b) understanding the nature of the flow experience during each phase of a hierarchical challenge sequence. Furthermore, by becoming aware of which aspects of challenge education activities evoked perceptions of flow, apathy, boredom, and anxiety in study subjects, workshop participants will: (a) better understand the impact of challenge education experiences on the subjective states of participants; (b) be able to better meet the needs of program participants; and (c) consider appropriate programmatic changes to facilitate flow in their program clientele.

Methods. A total of 22 subjects participated in 2 separate six-hour challenge education programs at Bradford Woods Outdoor Education Center (BW) during October 1992. Participants included a group of 9 adults (1 male and 8 female) employed by an Indianapolis-based life insurance company, and a group of 13 (4 male and 9 female) employees and students from a private university located in Indiana. Subjects ranged in age from 18 to 44 (M=22.9). T-tests indicated there were no significant differences (a ≤ .05) between group means in terms of perceived skill level and challenge. Furthermore, homogeneity of variance between the two groups existed as indicated by a non-significant F-value at the .05 level for both variables. Thus, the data were combined for purposes of testing the study hypotheses.

A sequential approach of increasing perceived risk and difficulty of activities is followed at Bradford Woods. A modification of Experience Sampling Methodology (Csikszentmihalyi & Csikszentmihalyi, 1988) was employed to collect the data. The brevity of the six-hour program did not allow for a random sampling of activities throughout the day as followed by traditional uses of ESM which take place over a one-week period. Thus, each activity participated in was measured with data collected immediately upon completion of each activity. The instrument used to measure flow was a modification of the Experience Sampling Form (ESF). Two questions on the ESF were used to determine the existence of flow: "What are the challenges of the activity?" and "What are your skills in the activity?". Both items were scored on a scale from 0 (low) to 4 (high).

Responses to the challenge and skill questions were converted to z-scores to control for individual response bias. According to Csikszentmihalyi and Csikszentmihalyi (1988), the state of flow has been operationally defined as occurring when a person is above their personal average level for both challenge and skill. That is, if for an activity the z-score for challenge was greater than zero, and the z-score for skill was also greater than zero, the experience was categorized as flow (based on the distribution of z-scores having a mean of zero and a standard deviation of one). All other z-score combinations were categorized as nonflow. The data were analyzed using Chi-square goodness-of-fit and Chi-square test of association.

Results. The findings from the study included: (a) the frequency of flow during the cooperation and problem solving phases was significantly higher (_^{2} = 8.76, d.f. = 1 and _^{2} = 4.09, d.f. = 1 respectively) than the average occurrence of flow during daily life at the .05 alpha level; (b) the overall occurrence of flow during the challenge education program was significantly higher (_^{2} = 5.05, d.f. = 1, a ≤ .05) from the average occurrence of flow during daily life; and (c) there were no significant differences (_^{2} = 9.47, d.f. = 5, a≤ .05) in the frequency of flow experiences among phases of the challenge education program.

Discussion. While it may have been expected that the occurrence of flow during CE program should exceed that of daily life during every phase of the program, this was not an expectation of the investigators in relation to the goal setting, awareness, and trust phases due to their low level of complexity and challenge. During each of the last three phases of the CE program (cooperation, problem solving, and group challenge), flow was experienced more than 50% of the time. Perhaps most encouraging was that the overall frequency of flow during the CE experience was significantly higher than the average experience of flow in daily life. Furthermore, the findings from the last three phases and the overall experience suggested that the challenge education programs were excellent facilitators of the flow experience.

In regard to the findings for the frequency of flow at each phase and the overall experience of flow, three important questions will be discussed with workshop participants. First, what was more important, the overall experience of flow, or the experience of flow during each phase of the CE sequence? In light of the uniqueness of flow experiences, was it realistic to expect every phase of a CE program to facilitate flow experiences at a greater frequency than daily life? Perhaps, the focus should have been on the overall experience. Second, what was an appropriate comparison value for the observed frequencies of flow to determine if CE activities are indeed excellent facilitators of flow? In this study, the average experience of flow during daily life was used because it seemed the most appropriate criteria to compare with the observed values. Maybe a better approach would be to classify "excellent" as those phases in which flow is experienced more than 50% of the time, which is still considerably higher than the experience of flow during daily life.

Third, given that flow is dependent on perceived challenge and skill levels, and if flow is a desired benefit of participating in CE, how can facilitators be prepared to manipulate challenge levels to better match skill levels? Most often this is accomplished through introducing more complexities to the activities, or allowing for adaptations that reduce the challenge. If the focus is on producing flow experiences, facilitators can more consciously adapt challenge levels to better match the skill levels of their participants.

In conclusion, flow theory was validated in the context of challenge education by confirming that the flow state was experienced more frequently during a challenge education program than the average experience of flow in daily life. Indeed, challenge education as a facilitator of flow experiences, which leave an individual feeling more competent, satisfied, and happy, is a critical resource for the future as we enter into 21st century.

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By the Numbers: Gathering and Sharing Treatment and Evaluation Data for Adjudicated Youth.

Lee Gillis, Ph. D.

Measurement of program effectiveness for adjudicated youth in not an easy task, especially when you're trying to be both accurate and relevant. Granting agencies and interested observers want information about effectiveness while staff want treatment information that is relevant. How can the 'scientist practitioner' pull together critical resources while not burdening the client with time consuming interviews, paper and pencil tests and other pokes and prods for information? This presentation will share our experience in CO-OP and Challenge, Project Adventure's direct service residential treatment programs for adjudicated youth. Handouts will include data collection resources we have found useful.

Day: **Thursday**
Time: **1:30**

Expanded Description

- *Is there any study (that contains a control group, of course) showing an adventure based counseling (ABC) program to be the most effective treatment for addicted/ (attention deficit hyperactive disorder (ADHD) / adjudicated / anorexic / at-risk etc. etc. (that's just the A's) with adolescents?*

Be that as it may, what's a practitioner to do? Very little research has been attempted demonstrating that ABC programs (challenge ropes course based) are effective, they typically ask "What can I measure to show my program is effective in order to satisfy my funding source?"

Here are some of my answers that will be addressed in the presentation: While self esteem and self concept measures account for most of the existing studies, there are mixed reviews on how well the populations listed above (i.e., populations other than 'normal', middle class kids, adults or families) perform on such measures. There's even more controversy about how long any positive change lasts. Our experience at Project Adventure's Covington office with CO-OP, the sixteen week drug treatment program for adjudicated adolescents, and Challenge, the six week program for adjudicated youth is that the lack of statistically significant change in self concept (as measured by the Tennessee Self Concept Scale) is perhaps related to the students scoring high on the pre-test, exhibiting what we feel is a false sense of self and then scoring equally high at post test (but perhaps a more realistic sense of self). The scores range widely at pre-test, but are closer together at post testing and our studies of week to week change using peer and staff observations lend some credence to hypotheses that perhaps the false sense of self is broken down in the adventure based treatment and then the more realistic self concept is built up; the end results are little change from pre to post testing.

I also recommend that schools and other programs which have access to data related to attendance, grades, in-school suspensions, out-of-school suspensions, or other 'behavioral' information utilize this along with some measure of personality variables. These behavioral measures are often easily accessible and frankly weigh more heavily with administrators as they speak to increased retention.

These methods and opinions will be shared along with some specific work we have done with CO-OP. First presented in its infancy state during the AEE conference in St. Paul, CO-OP has collected data which shows the initial findings of decreased recidivism (and increased success in keeping adolescent clients our of jail) were valid. In addition we will also share how we attempt to make the data we collect relevant to our treatment staff. While not literally a presentation in juggling techniques, we will metaphorically discuss ways to collect the critical resource of data without burdening the client nor boring the staff.

Current Developments in Liability Issues.

Charles Gregg

We will consider current developments and trends regarding legal liability. These include the role of standards and certification, recreational land use statutes, releases and acknowledgment and assumption of risk, evolving requirements of public land managers and certain other aspects of risk and litigation management.

Day: **Thursday**
Time: **1:30**

Expanded Description

The format of the presentation will be lecture, demonstration, role playing, and discussions, including, if time permits, small-group discussions.

The purpose is to alert participants to developing trends in legal liability issues, so that they can better anticipate threats to their programs and protect themselves.

We will explore the new apparent enthusiasm for standards and certification and the legal implications of adopting or awarding either.

Standards, whether delivered and adopted by an organization without outside assistance, or developed by some association or other third party, provide a ready point of reference in the event of alleged misconduct. A party adopting standards should, therefore, by participating in the setting of the standards or careful analysis, be certain that compliance is practical and obtainable, or be prepared to justify deviations.

The currency of standards--that is, whether or not a standard of even six months ago is still appropriate--is a problem. The third party issuing the standards, or the agency developing its own standards, should constantly be reevaluating them.

Determine whether or not "how to do it" standards are more effective than a result-oriented standard. One can more safely, and perhaps more reasonably, adopt a standard that articulates a result, rather than a standard that ties a staff to a specific way of achieving that result. Consider, instead of a standard, only a suggested or desired methodology or result.

Standards, including the standards that are applied to the process of certification, are motivated by a desire to bring practitioners to an industry-accepted level of performance, thereby giving some confidence to consumers and participants. Be aware, however, of the legal implications of adopting these standards, and the potential liability that can be imposed on a person who certifies or issues standards which, on inspection, turn out to be deficient, wrong, outdated, or simply not appropriate for the activity.

More and more states are adopting statutes which appear to forgive the recreational land owner, or, as in a few states, the recreational provider from liability for injuries resulting from "inherent" risks. The term, "inherent," however, as customarily defined and as used in these statutes--an activity whose risks cannot be controlled or modified--arguably reinserts the issue of negligence into a judge or jury's consideration of the injury. So the question might be asked, "what's the big deal?"

Other state statutes relax the standard of care owed by a landowner to a person who is allowed to use that land without charge. In some cases, such a landowner owes no more of a duty than he or she owes to a trespasser--to warn of hazardous conditions, for instance. Is "rotten" climbing rock such a condition? Climbing aids that may have become loose or otherwise dangerous?

In some states, the ski industry, by way of example, has secured legislation that specifically protects it by greatly reducing the standard of care owed participants in those activities. This is not uniformly so, however, and an organization and a careful participant must seek the assistance of legal counsel in understanding the scope of the various recreational user and land statutes.

Courts continue to deal with the issue of forgiveness of negligence, in releases and in acknowledgment and assumption of risk forms, and interesting ideas are being developed regarding the protection from claims of minors, the concept of "informed consent," and the availability of these concepts when you are contracting with managers of public lands.

While many states allow a provider to protect itself by contract from even its own negligence, this generally is not true on U.S. government lands. The National Park Service, at least, has dictated the use on its land of an acknowledgment of risk form which provides only limited protection to your organization and, essentially, allows the organization to protect itself only from liability for "inherent" risks. The form contemplates a listing or a description of the inherent risks associated with the activity, and the program is therefore challenged to describe those risks fully, or face the possibility of a participant's claim that he did not and could not have identified such a risk, and therefore did not assume it.

The issue of informed consent, or assumption of a known risk, is at the core of both releases and assumptions of risk, and we will discuss this thoroughly. Consider the information available to the participant and the provider and consider the distribution of that information between the two. Invariably, the provider has much more information than the participant, and it must be acknowledged that there is some information that is unknown to both. Given these circumstances, how should the risk of the activity be distributed fairly between the provider and the participant? It might be suggested that because the provider has considerably more knowledge about the inherent risks than the participant, the provider should accept responsibility for some portion of those inherent risks. This is a novel approach, and one that we will analyze. We will also look at the ethical issue of whether or not it is fair (just? right?) to seek protection from your own negligence, if you have presented yourself to the public as a professional in the field. A reasonable question is whether you should be more secure financially than your client is at the end of one of your ropes, for example.

The program is intended to allow participants to think creatively about informing clients of risks and spreading the risk between the organization and the client. The format should develop into a dialog, rather than lecture/response, and we should expect to learn from each other.

Biographical Sketch

Reb Gregg has been counsel to and a board member of the National Outdoor Leadership School for more than 15 years. He is a practicing attorney in Houston, Texas, where he is head of the Litigation Section of an 80-person law firm.

He is the President Elect of the Houston Bar Association and lectures frequently on the issues of legal liability in outdoor programs. He counsels regularly with individuals and organizations regarding release and assumption of risk issues.

The Need for a Strong Theoretical Foundation: Lessons from John Dewey and Progressive Education.

Michael S. Hale

Experiential Education is at a critical juncture. If it is to avoid the fate of prior educational efforts that required similar fundamental paradigm shifts, then a firmer theoretical base must be built and practitioners must share an understanding of these theoretical foundations. The history of progressive education and the writings of John Dewey hold many lessons for experiential education. This workshop will explore these lessons in an effort to build theoretical understanding and avoid some of the potential obstacles experiential education faces in fulfilling its' potential as a critical resource.

Day: Thursday
Time: 1:30

Expanded Description

"Tell me, and I will forget; Show me, and I may remember; Involve me, and I will understand..."

This overused proverb seems to crop up whenever anyone attempts to explain what experiential education is. Is this an appropriate, despite its simplicity, starting point from which to understand the theory of experiential education? My review of the literature has revealed multiple definitions of experiential education. It has been defined as emotionally-engaged learning (Proudman, 1992); as learning that "places participants in responsible roles and engages them in cooperative, goal-directed activities with other youth, with adults, or both" (Hamilton, 1980); and active learning. Perhaps a better place to begin is with the foundations of experiential educational theory. John Dewey is most often quoted as a theoretical father, therefore, it is appropriate to ask the question: Would Dewey consider much of what is called experiential education to day educative? During my workshop we explore this question as well as the following:

1. What is experiential education?
2. The need for theory in experiential education?
3. The role of experiential education in the current school reform efforts?
4. What would John Dewey say about experiential education?
5. What can experiential education learn from the history of progressive education?

In order to answer these questions one must first attempt to uncover the historical and theoretical roots of experiential education.

As AEE is largely an organization of practitioners, some have little interest in theory. For example, I have spoken with practitioners who answer theoretical inquiries thusly, 'What does it matter whether Dewey would consider what I do educative. I know what works and have seen the powerful changes that have resulted.' While this is a valid response, it is counterproductive if we are interested in making experiential education available to a wider audience, especially if experiential education is to play a larger role in the schools.

Experiential education has already begun to play this larger role in the schools. For example; there are a growing number of schools with access to ropes courses; Outward Bound has an outpost on the campus of a school just outside Atlanta; numerous individual teachers are doing some great work, and many of the current reform efforts contain experiential elements. With this in mind I contend that one of the most important reasons for developing a firmer understanding of experiential education theory is to avoid the fate of most reform efforts in the past, particularly those that required any significant change in the approach to the educational process.

There are numerous cases in the history of American education of sound reforms and initiatives that have failed when attempted on a large scale. The result of this has been an education system that, despite the exponential changes in society, has remained relatively unchanged beyond short flirtations with reform. This has created a core of cynical educators wary of the "carousel of reform" (Deal, 1990), in which reforms come and go like El Nino, creating climactic disturbances followed by a return of "normalcy." It is the history of progressive education holds the most poignant lessons for experiential education and I will address this history in my presentation.

Experiential education is at a critical juncture; one in which it can move further beyond the marginalized bounds of the ropes course and into the classroom. By marginalized I mean that in many educational circles, especially at the higher education levels "experiential education" means something done outside with a backpack or climbing rope, hands-on learning, or some reference to Dewey. If experiential education is going to have the impact that it should in our schools bridges must be built not only between the experiential education community and the schools, but with higher education. The "us vs. them" attitude that Bill Proudman (1994) warns against in his welcome article in the January AEE Horizon Newsletter, must be overcome if experiential education is to fulfill its potential as a critical resource.

Much of what is advocated in reform movements such as the Coalition for Essential Schools, the Paideia Proposal, and the some of the schools written about in George Wood's *Schools That Work* are doing things that fit well with experiential methodology, however "experiential" rarely comes up in the literature surrounding these reform efforts.

If experiential education is to make this critical step educators must be able to understand what it means. To be able to answer the deceptively simple question: What makes a methodology experiential? Foxfire is an excellent example of a methodology that is often held up as an example of what can be done in schools, but many do not think of it as experiential education. I know AEE does, but we must look beyond the already converted.

Experiential educators must be prepared to defend and support their methodologies and the best way to do that is to develop a firm understanding of the theoretical and research foundations of experiential education. A corollary to this is that as more converts are created it becomes increasingly important for them to fully understand what it is they have been converted to as well as the work it takes to become a successful practitioner. Dewey addresses this directly in his 1938 book, *Experience and Education*:

> If, then, I am asked why I have spent so much time expounding a rather abstract philosophy, it is because practical attempts to develop schools based upon the idea that education is found in life-experience are bound to exhibit inconsistencies and confusions unless they are guided by some conception of what experience is, and what marks off educative experience from non-educative and mis-educative experience.

The relative failure of the progressive education movement in America, which was founded upon his ideas, was Dewey's impetus for writing of *Education and Experience*. It failed largely as a result of a poor understanding of the theory by many of the practitioners. In this workshop we will explore Dewey and his writings on experience, because as experiential education gains more and more people who want to be or hold themselves to be practitioners it is vital that they have a firm grounding in the theory.

Although it may not be apparent to many experiential educators some of whom cannot conceive of another model, changing from a teacher-centered model to a student or people-centered model is extremely difficult for many people to do. It is worth including one more Dewey quote to illustrate this point.

> Traditional education did not have to face this problem; it could systematically dodge this responsibility. The school environment of desks, blackboards, a small school yard, was supposed to suffice. There was no demand that the teacher should become intimately acquainted with the conditions of the local community, physical, historical, economic, occupational, etc., in order to utilize them as educational resources. A system of education based upon the necessary connection of education with experience must, on the contrary, if faithful to its principle, take these things into account. This tax upon the educator is another reason why progressive education is more difficult to carry on than was ever the traditional system.

Experiential education could just easily be substituted for progressive education in this passage.

In my experience with experiential education I have seen what can happen when people begin to practice without really understanding what it is they are doing. For example, I taught an experimental class of at-risk high school sophomores. The school had a partnership with a large company who gave us support in many different ways. My push for getting the students out of the classroom on occasion for some group initiatives resulted my principal suggesting we work with our partner company because they had a program of training employees using initiatives and employees trained by Project Adventure. Maybe their program was a success with company employees, however it had little impact on the students simply because the facilitators did not have the skills to adapt to clients with which they were unfamiliar. In this case the students were largely inner-city African-Americans and the facilitators were white suburbanites. The initiatives used were entirely appropriate and the facilitators superficially used the correct process but they were completely unable to understand the clients. In contrast, I later was able to take the students up to Wolfcreek Wilderness School for a much too short, long weekend and we all grew due to the excellent job of facilitation by the Wolfcreek staff. This illustrates one of the points I want explore in this workshop: Experiential education is difficult and consists of more than gaining a large bag of tricks.

Much of the workshop will consist of presentation of my explorations into experiential education and theory with an emphasis on John Dewey and the history of progressive education. However I will engage the audience in some small group pre- and post-workshop questions, brainstorming, group discussion and questioning.

The objective of my workshop will be to give and receive ideas and questions relating to the theoretical framework of experiential education. The workshop will begin with a solicitation of definitions of experiential education from each audience member. I will read through them and write some of them down on an overhead projector to use as reference points for my presentation. The audience and I should come away from the workshop with some new operational questions from which to understand experiential education theory and its role in helping experiential education fulfill its potential as a critical resource in the field of education.

The skills to be gained from this workshop are largely intangible and involve the broadening of perspective and the development of a new framework from which to understand theory and experiential education. I hope that the participants and I come away from the workshop with new ways to reflect upon our roles in experiential education. I also hope to facilitate some understanding of potential obstacles to expanding the role of experiential education in the schools.

There is no doubt that experiential education is a critical resource for the present and the future the question is: Will this reservoir be tapped and avoid the pitfalls of prior efforts that have required fundamental paradigm shifts from educators?

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Ericksonian Approach to Experiential Education, Part 1: Developing the Stance of the Practitioner.

Christian Itin, MSW

Milton Erickson was a psychiatrist who helped pioneer much of what we understand about the therapeutic use of metaphor. This highly experiential workshop will introduce participants to the basic stance of the practitioner from an Ericksonian perspective. Participants will experience and develop how they are in relationship with clients. They will develop their ability to utilize the minimal cues available in any relationship to more fully understand clients. This understanding will then be related to work with clients in an adventure context. A meta-model will also be presented for understanding an Ericksonian approach.

Day: **Thursday**
Time: **1:30**

Expanded Description

The use of metaphoric introduction to adventure activities has become widely accepted in the field of experiential education and adventure therapy (Gass, 1991). The early work of Bacon (1983 & 1987) and the more recent work of Gass (1991) have help to develop the application to metaphoric introductions to adventure activities. Both Bacon and Gass have correctly credited Dr. Milton Erickson with much of the thinking behind the therapeutic use of metaphor. However most practitioners are unfamiliar with the vast wealth of thinking within the field of Ericksonian psychotherapy that is applicable to experiential education and adventure therapy. Ericksonian psychotherapy provides a critical resource to the field of experiential education. Through better understanding the wealth of information in Ericksonian psychotherapy, practitioners will be better able to help clients transfer the learnings from adventure activities (Itin, 1993).

"An Ericksonian Approach to Experiential Education, Part I: Developing the Stance of the Practitioner" introduces the practitioner to the core philosophy within an Ericksonian approach, "utilization" (Zeig, 1992a). "Utilization is the art of "using" whatever clients bring to therapy, no matter what that might be. Utilization directs a practitioners view of clients' behavior and symptoms as the material for therapy" (Itin, 1993). Nothing that the client does in therapy (or any other context) is "counter productive" it is all information that can help direct the course of treatment. Concepts such as resistance or non-cooperation loose their power and become less then useful concepts (Selekman, 1993). The challenge for the practitioner to be able to use the material presented by the client toward the goals of treatment or the experience.

In order to better utilize all the material available to the practitioner, the practitioner must develop observational skills. It is the ability to pick up on the minimal cues that clients share and use these minimal cues that form the core of developing the stance of the practitioner (Zeig, 1992a). Through experiential activities and sharing participants in this first workshop will develop their ability to trust and use the minimal cues they are aware of. Often this ability to pick up on minimal cues is considered intuition (Zeig, 1992a).

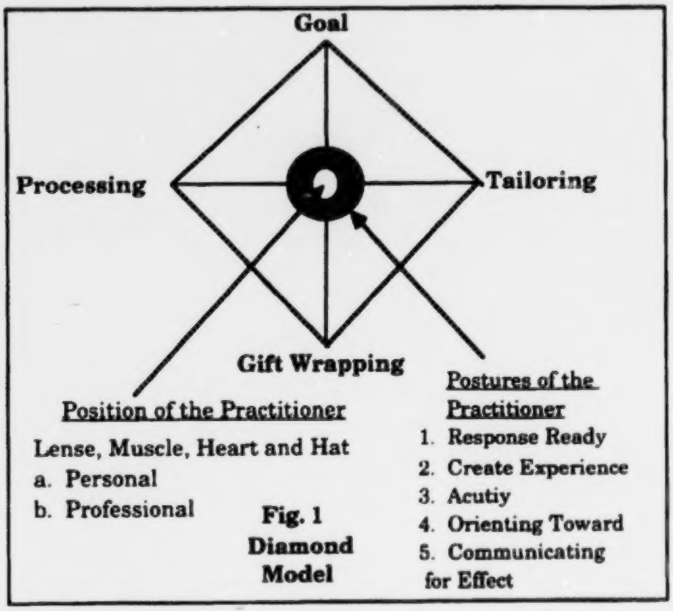

Fig. 1 Diamond Model

Using Zeig's Diamond Model (1992a, 1992b) (figure 1) as the framework for the whole series of workshops this first workshop focuses on the "stance of the practitioner" The stance is a result of both the "position of the practitioner and the "posture of the practitioner". The model in total is an attempt to describe the larger meta process of the Erickson's utilization concepts. This model looks at the structural elements present in the therapeutic relationship, and how they can be used to elicit change. These concepts hold promise in guiding work with clients in the context of experiential education.

The Diamond Model portrays the process of the therapeutic relationship as an exchange of gifts between the client and the practitioner. The client is presenting a problem as a gift to the practitioner and the role of the practitioner is to understand this gift and present a unique solution for it. This solution is the practitioner's gift to the client.

Successful intervention occurs when the practitioner has chosen an appropriate gift. For example, all individuals have experienced occasions of receiving gifts that did not reflect our unique needs, wants, desires, or personality (i.e., a fruitcake). On the contrary, there have been those occasions when a gift has been received that has been painstakingly chosen to meet our unique needs. This gift has been reflective of each individual, and usually the specific relationship between the gift giver and the recipient. This is the level of "gift giving" that practitioners must strive to achieve.

Position of the Practitioner

"Who am I?"
"What can I elicit from myself to help the client?"

The "Position of the Practitioner," describes where the practitioner stands in relation to the client in the therapeutic process. Quite often the practitioner is at the center of the process, (regarding the interventions to be used) is not unlike a conductor making choices in delivering a heartfelt symphony. The position of the practitioner is the result of four key areas within both the personal and professional aspects of the practitioner.

1. **Lens (Perception)**--The "Lens" is the practitioner's ability to see, hear, and sense the information being provided by the client. It also describes pre-conceived ideas and views about the clients. The

clearer and more powerful the lens practitioners have the greater their ability to interpret the minimal clues provided by clients.

2. **Muscles (Power)**--This is the ability of the practitioner to utilize different skills and techniques for change. It is the ability to draw upon experience and training to utilize what the client is providing for therapy.
3. **Heart (Compassion)**--This is the genuine concern and care of the practitioner for the client. A practitioner's genuine respect and belief in the client and for the client's health.
4. **Hats (Social Role)**--This quality describes the position of the practitioner in the social context of the client's life. It covers both the place the practitioner holds in the client's life as well as the place the practitioner perceives him/herself to hold.

Practitioners can develop the positions they hold in therapeutic relationships be varying these areas. It is possible to develop or change the lenses that we bring to the relationship. It is possible to build our muscle for therapeutic change and develop new skills for intervention. It is possible to develop our heart and our compassion for those with whom we work. It is also possible to change or modify the hats we wear. It is far beyond the scope of this paper to begin to share the many ways that these elements can be developed. However it is important for practitioners to both recognize where they are now and appreciate their ability to change their position in these qualities.

Adventure practitioners must appreciate their position or context within the adventure experience to fully utilize it in the process of change. Understanding where they stand in relation to clients, enhances the ability to use appropriate information in the choices of activities, framing of activities, and the creation of therapeutic experiences for the client. For example, if a practitioner is aware that he/she is not very skilled in the use of humor (i.e., that muscle is not well developed); and the client has a strong suspicion of the practitioner's genuine helpfulness to her/him (the social role occupied with the client); however they really care about this client (heart) and see that the client is really in pain (lens). Interventions will be selected that reflect this position [e.g., it is most likely that interventions will be used that tap into the pain of the client rather than ones that are humorous (i.e., paradox or provocative)]

Postures of the Practitioner

In addition to the position of the practitioner, Zeig (1992b) has also formulated the concept of "postures" of the practitioner, (or the way one stands in the therapeutic relationship). The position and posture of the practitioner exist in relationship to each other. When changing postures practitioners don't change their basic position, rather they focus on improving their ability to use their existing position. Postures may over time change aspects of a practitioners position and changing positions may demand different postures. Postures are easier to change and involve skills which are learnable.

The first posture is the Response Ready Posture. In this posture, the practitioner is ready to utilize everything that is being given in the therapeutic process. It is a posture not unlike the "spotter" position in many adventure activities. It is the readiness to be in the therapeutic process, and ready for the action to occur. Without this posture it is impossible to engage meaningfully in the process of therapy. Clients are often asked to be in the moment; but practitioners sometimes find themselves focused on something other than their clients.

The next posture is the Creative Experience Posture. One key to Eriksonian therapy is creating experiences designed for change. Therapy is a process of experiences, one experience after another. It is similar to the "catcher ready" position used in an activity like the trust fall. The practitioner has created an experience as is ready to catch the next gift the client is going to give. It is really a readiness to receive whatever the client is going to give in response to the experience created. It is not necessary to meta-comment or comment upon the thoughts, feelings and actions of the client; but simply ready to create more experiences to assist the client. Adventure practitioners clearly are adept at this posture, though experience would suggest that there is a "over-tendency" to meta-comment.

The posture of Acuity or Perceptual Acuity is our readiness to see, hear, and sense what is being offered by the client. Practitioners may be read to utilize what clients provide, but if unable to pick up minimal clues from the clients is the key to the development of Perceptual Acuity. This posture can be one of the easiest to develop, most often through observation and practice.

The posture of Orienting Toward is the use of indirect communication. This can work through the use of metaphor, stories, and other means to speak to client issues. This often is a way to develop the "muscle" portion of therapy.

The final posture is Communicating for Effect. This includes use of tonality, pacing, and voice inflection to elicit and create a particular and effect. In using this technique, the practitioner is better able to enhance the experience.

It is from both a practitioner's posture and a position that their stance will evolve. The other pieces of the Diamond Model are discovered in reference to establishing a practitioner's stance. Participants in this workshop will learn the basic philosophical underpinnings of Eriksonian psychotherapy and begin apply this principle. Extensive opportunity will be given to participants developing their stance as a practitioner and utilizing minimal cues. Structured experiential activities will used to punctuate each of the postures and provide experiences utilizing minimal cues and predicting from these minimal cues. Didactic presentations and group discussions will further punctuate the learning process.

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Addressing Fear in the Workplace.

Jon A. Johnson, Ph. D.

Fear of speaking up has been described as one of the primary obstacles to improving productivity, quality and innovation in American business. Outdoor challenge training provides a context in which this obstacle can be readily observed and addressed. This presentation is a dialogue about this context and the strategies for managing fear in the workplace.

Day: **Thursday**
Time: **1:30**

Expanded Description

As American culture has entered the information age, the American workplace has become focused on the flow and management of information. One of the blocks to effective information flow is the fear of speaking up.

The best-selling works of Tom Peters and Stephen Covey among others have made American management re-evaluate the quality of communication of its human resources. Listening has been repeatedly identified as a skill that is under developed among managers.

W. Edwards Deming's fourteen points for continuous quality improvement have resulted in sweeping changes throughout corporate cultures. Among the fourteen is the need to "drive out fear, so that everyone may work effectively for the company." This point, and the information issues that attend it, have much to do with improving not only quality, but productivity and innovation as well.

Outdoor challenge training is an appropriate context in which to examine the issue of fear in the workplace. Many businesses have already purchased team building programs at outdoor challenge courses, and improving interpersonal trust is commonly targeted as an objective for this training. This is as it should be, yet the strategies presented for the management of risk and the improvement of communication may or may not include a focus on the risks associated with speaking up in the workplace.

Kathleen Ryan and Daniel Oestreich's book, Driving Fear Out of the Workplace presents a compelling analysis of the real and perceived repercussions of speaking up in the workplace. Their research provides a starting point for this presentation, which will be a dialogue on the issues of fear and trust in the workplace, and on the strategies that challenge training practitioners may apply in the interest of supporting organizational climate change among their clients.

Participants will gain an awareness of this aspect of organizational climate and culture and will examine strategies to apply in addressing fear in the workplace. Dr. Johnson and the associates of Team Leadership Resources in San Antonio are dedicated to supporting positive change in organizations through outdoor challenge training that emphasizes functional teamwork and interpersonal communication skills.

I Wonder...

Keith V. King

An active, hopefully spirited dialog during which you can expect to be questioned and listened to. You might experience success, frustration and be challenged while exploring the use of experience as the basis of **all** learning. Bring your experiences, minds, emotions, brains, imaginations, open-mindedness and willingness to go for it!!!

Day: Thursday
Time: 1:30

Expanded Description

Since the workshop discussion will be based upon the needs and desires of the audience, the only thing I can submit as an expanded description are some of my "I Wonder...."s. I don't know where they are going to take me.

The Teachable Moment

I wonder... to wonder, v: to have doubt and curiosity about, to want to know

I wonder... what are the factors which make up a teachable moment?
I wonder...why isn't it "learnable" moment? After all, for whom does this 'magic point in time' exist, the learner or the teacher?
I wonder...can a learnable moment be created? or is a learnable moment something which 'just happens?'
I wonder...can a learnable moment be the result of action on the part of the teacher... or only as a result of action on the part of the learner?
Assuming it is possible, I wonder...does the teacher have the right to create a learnable moment? If that is possible, I wonder...does the teacher have the have the right to create learnable moments according to a plan...and could that plan be called...'curriculum'?

I wonder...could a 'teacher' be defined as one who recognizes and uses a 'teachable moment'? opps, 'learnable moment'?
I wonder...could a 'learner' be defined as one who creates a learnable moment?
I wonder...when a learnable moment slips by, who screwed up?
I wonder...when a learnable moment slips by, was it truly a learnable moment?
I wonder...is a 'learnable moment' necessary for learning to occur?
I wonder...what other things can the teacher do when a 'learnable moment' is force?
Like: not having to oversee the learners" behavior: after all, they are too interested in getting the information and the skills.
Like: using time, energy and attention helping the learners discover information rather than presenting it.
Like: helping the learners apply and maybe understand the information differently;

I wonder...is this 'the thing' which make s teaching...or learning...or Education, 'experiential'?
I wonder...if these questions have created a 'learnable moment'?... for whom?...me...or you?...or both?

The Magic Ways of Learning

I suggest...to suggest v. to bring (a thought, problem, desire, etc.) to the mind for consideration

I wonder...to wonder v. to have doubt and curiosity about; to want to know

Whatever you can do, or dream you can; begin it. Boldness has genius, power and magic in it.
W.H Murray

I wonder...about the boldness, genius, power and magic necessary for good teaching?
I suggest some of the magic lies in...the learner's interest in the outcome of tin the process.
I suggest some of the magic lies in...the location in which the learning takes place.
If, in the eyes of the learner, the situation is real, I suggest there is some of that magic in it.
I suggest... some of the magic depends upon the learner's ownership in the situation.
There is some magic when the learner feels some responsibility and has some input in the outcome.
Some of the magic comes from the lack of predictability of the outcome.
A major part of the magic of learning is dependent upon the opportunity and the skill of reflective thinking which is done before, during and after the experience.
There is magic present if the consequences of the learner's actions are immediate, true and a direct result of the learner's decisions.
There is much magic, if in the eyes of the learner, there is risk.
The adventure of it all, the unknown outcome, creates a lot of the magic.
There must be a feeling of trust on the part of the learner in order for the magic to be present.
The feeling of the chance of success is a critical factor in that magic.
The excitement, along with the adventure, along with the newness of the challenge makes the magic work.
There is a great deal of magic created by the knowledge there will be support for me and my screwy ideas and goofs, opps, mistakes, no matter what.
I wonder...are there other magic ingredients, of good teaching?
I wonder...if you, the reader, have realized the verb 'to teach' or the noun 'teacher' is used only twice in the above listing? Also, have you realized the work 'experiential' has not been used once?

Mistakes

If you do something which others consider as 'right' or 'good' and learn nothing, that is a 'mistake'...

I wonder... to wonder v. to have doubt and curiosity about: to want to know

I wonder...why so many people believe that a mistake is something which should be avoided at all costs? After all, isn't a mistake a good source of information? Wasn't that mistake the only way you could get that particular piece of information?
I wonder...if you are afraid to start something because you are afraid of making a mistake, what information and how many experiences would you miss?
I wonder...if you could repeat a mistake, what is wrong with making it in the first place? I suggest..that's a safe mistake!!!
I wonder...if one of jobs of a teacher is to make sure any mistakes are safe mistakes?
BUT, I also wonder...if a good teacher should create situations the solutions of which include the possibilities for "mistakes"?

...If you do something which others consider as 'wrong' or 'bad' and learn something; how can that be a mistake? KVK

What Should the Schools Be Doing?

I suggest...to suggest v. to bring (a thought, problem, desire, etc.) to the mind for consideration

I wonder... to wonder v. to have doubt and curiosity about; to want to know

I suggest...the Skills of Change: the skills of learning, the skills of relating with others, the skills of decision making[1], are necessary in today's and tomorrow's world.
I further suggest...most of the skills, knowledge, and material which will be usable in the year 2000 does not yet exist.

I know...the majority of the things, information and skills used by this 67 year old did not exist when he was in school.

I accept that...it's necessary to learn today's and yesterday's information and able to use and apply that information.
I suggest...today's learner can also learn to use the skills of deciding, relating and learning while learning today's, soon-to-be-obsolete information and skills.
I wonder...about the importance of learning the current information and skills without learning the skills of change.

I suggest...that the BASIC THREE are three skills...The 3S's...the skill of learning, the skill of relating and the skill of deciding.
I further suggest that the 3 R's, (readin', 'ritin' and 'rithmatic) are necessary to learn the Basic Three.
I also suggest...the only way to learn the skills of learning, relating and deciding is by doing 'em, dissecting 'em and analyzing 'em.
I wonder...is that "Experiential" ????

1 Alvin Toffler, Future Shock. New York, Random House, 1971

'Experiential'
Is it an adverb, an adjective or a noun?

I wonder...v..to have doubt and curiosity about; to want to know
I suggest..f..to bring (a thought, problem, desire, etc.) to the mind for consideration
I wonder...is "Experiential Education"a title or a term?...is there a difference when it used a s a compound noun...or used as an adjective...or is it an adverb?

I suggest...when used as an adjective, the work "experiential" becomes a description of what we are teaching or learning.
I suggest...when used as an adverb, the work 'experiential' describes how we do what ever it is we are trying to do.
It seems to me...there is a drastic and significant difference.
I wonder...what it is we are really saying when we use the word 'experiential'?

Another point, minor but...
I suggest....when Experiential Education is used as a compound noun, we fall into the trap of educational jargon. I wonder...are there truly other kinds of educations; like Mathematics Education, Art Education or Physical Education?
I also wonder...what we are saying when we use these works with no capital letters, as in experiential education? Is there such a thing as physical education? or driver education?

Be an Author in Experiential Education.

Chuck Luckmann, Managing Editor
Journal of Experiential Education

Writing to discover what you know is an exciting and rewarding process. Reflecting on what you do and how you do it is an important part of being an experiential educator. This workshop will encourage you to write for the Journal of Experiential Education.. We will explore how to get ideas on paper, how to revise your manuscript, and how to submit it for publication.

Day: **Thursday**
Time: **1:30**

Expanded Description

Have you ever thought of writing for the *Journal of Experiential Education*? As the *Journal*'s editor, I am looking for authors who can present their philosophy or practice in experiential education in an engaging style. I am looking for art and photography as well as poetry and prose.

The purpose of this workshop is to encourage unpublished authors and artists to submit manuscripts or art for possible publication in the *Journal of Experiential Education*. The benefits of writing for publication are many: you often discover what you know by trying to articulate it for others; you contribute to the profession by sharing your expertise; and you feel good about yourself and develop greater self confidence by seeing you name in print and knowing that others value your efforts.

Many inexperienced writers feel intimidated by the publication process. Experienced authors, however, will be the first to tell you that they are often asked to rewrite their manuscript several times before it is accepted for publication. Last year I saw many manuscripts that were rejected because they did not follow a basic maxim: write for your reader! This may seem obvious, but it is surprising how many would-be-authors do not write to engage their readers. If you write as if you are telling a story to your best friend or colleague in experiential education, you will search naturally for the ingredients that make a piece of writing interesting for journal readers, including a clear purpose, concrete examples, and a call for action.

Once you have written a manuscript you want to submit for review, there are a few principles you need to remember. First, your manuscript must be written in an acceptable style and format. When writing for publication, follow the style guidelines set forth by a reputable manual, such as *The Chicago Manual of Style, The MLA Style Sheet*, or the *Publication Manual of the American Psychological Association*. At the *Journal*, we prefer the *Publication Manual of the American Psychological Association*, but any of the three manuals will give you good advice with examples. Secondly, you need to submit three double-spaced copies of your manuscript. This allows the people who review your manuscript to easily make editing comments. Thirdly, be aware that your manuscript will be read by reviewers who generally react negatively to misspelled words and incorrect grammar. The careful writer has a friend or colleague proof his manuscript before s/he submits it. I have seen many manuscripts rejected by reviewers who enjoyed the ideas but not how they were presented. (In this example, the reviewer would probably call for a rewrite.) If you cannot find a friend or colleague to review your manuscript, then read it out loud to yourself—you will generally discover incorrect grammar and awkward syntax that you can fix before you submit your manuscript for review.

Getting published is not difficult if you write for your readers and follow accepted style guidelines. If you believe in yourself and what you are doing, then I encourage you to write for the *Journal*. I am giving this workshop because I believe many would-be-writers or artists feel too intimidated to submit their work from a fear of rejection or failure. I want to answer your questions about submitting material to the *Journal of Experiential Education*, and, regardless of the outcome, to make the process meaningful and worthwhile for you.

Story Telling for Fun.

Rogene McKiernan w/ students from Western Illinois University's ECOEE program

This is a workshop for you and older children who would like to learn how to tell a story. University students from Western Illinois University's ECOEE program, who have been studying story telling will share stories and techniques. Participants will have the opportunity to learn how to do it too!

Day: **Thursday**
Time: **1:30**

Expanded Description

Children are naturally born storytellers. Whether they recognize it or not, children tell stories every day, form knock-knock jokes, to what happened on the way to school. Storytelling is a part of their lives. Keeping it alive and well is a challenge as TV and other media have taken over much of the territory previously claimed by the story teller.

When story telling began to make a come back in the 1980's, tellers were often greeted by teachers showing them where to unload the props and where to change into costumes. When informed that there were no props or costumes, the administrators would become uncertain about the ability of the story teller to hold the children's attention. They were always amazed when the children were drawn into the magic of the spoken story. Storytelling draws the listener into a place where time no longer occurs, they tap into the audience's subconscious and have the ability to make the here and now disappear.

Storytelling for children can build confidence, poise, improve vocabulary skills, stimulate thinking, improve listening skills, and help create an appreciation of other ethnic cultures. Most importantly though, when children are given the opportunity to bring experiences or books to life through storytelling, they gain a love of language and stories that is theirs to keep forever.

This work shop will utilize both example and participation to teach basic story telling techniques. Participants will look at the differences between literary and folk stories, fairy tales, and myths. They will work on special skills that involve:

- Voice: expression, feeling and mood, & work emphasis
- Facial expressions
- Gesture and movements

Through both sharing and participating in this workshop, we hope to be able to open the door to the magic of storytelling, make new friends, and just have a lot of fun.

Goals:

- To have fun.
- To teach youth how to choose stories to tell.
- To share tips for learning stories.
- To help develop story telling skills.
- To provide opportunities for ECOEE students to perform and teach.

Expeditionary Learning: The University Student's Viewpoint.

Rogene McKiernan w/ students from Western Illinois University's ECOEE program

After a semester of planning and a semester of expedition and travel the ECOEE students share their insights into the Expeditionary Learning (EL) model. As a new concept EL requires that students take on responsibilities for virtually all facets of their education, creating a challenging, rewarding and sometimes unsettling experience.

Day: Thursday
Time: 1:30

Expanded Description

In 1992 The New American Schools Development corporation made funds available to eleven of 600 projects presented in response to its request for proposals of "unconventional schools on a conventional budget" (New Designs, 1992). Expeditionary Learning (EL) a program presented by Outward Bound USA in conjunction with Harvard University, was accepted and Expeditionary Learning Outward Bound: A New American Schools Development Corporation "Break the Mold" Design was formalized. ECOEE, Environmental Conservation Outdoor Education Expedition, chose to implement this educational design as the basis for their curriculum for the fall semesters of 1993 and 1994.

Expeditionary Learning postulates that "True learning is an expedition into the unknown. Expeditionary learning organizes students' education into purposeful expeditions of inquiry, discovery and action. Expeditions are journeys undertaken by tightly organized groups for a specific purpose, often in the accompaniment of an expert guide. Though they may vary in length, they have a beginning, a middle and an end. They immerse people right from the start, travel light, and go somewhere. The terrain is uncharted and the destination is new, at least for those on the journey, creating suspense and uncertainty all along the way. New expeditions often grow out of the old. To succeed, they require preparation, teamwork, courage and perseverance. Expedition members must depend upon one another to fulfill their mission, and their actions have clear, concrete consequences. Because they draw upon high levels of intellectual inquiry and rigor, stamina and service, once completed expeditions call for recognition, celebration and rejuvenation." (VOBS 1993)

ECOEE was developed in 1976 for the express purpose of supporting professional preparation in recreation leadership through practical real life applications of concepts and scholarly endeavor. ECOEE is a unique people-oriented travel program offered through Western Illinois University's Department of Recreation, Parks and Tourism Administration (RPTA). The program consists of two semesters, a semester of planning and a semester in the field, with 35 day of wilderness component. ECOEE offers practical training in the areas of wilderness adventure recreation, cultural and environmental interpretation, outdoor education, and camping. One of the unique aspects of ECOEE is the responsibility that we as students have in planning our expedition. We used a committee format to plan the field studies portion and to create a cooperative learning environment that we hoped would continue throughout the entire ECOEE experience. During this time we also learned how to come to consensus on major issues and at the same time celebrate diversity and individuality within our group.

This presentation is a reflection on the process and outcomes of the student's experience, the frustrations and triumphs of self directed learning, and suggestions for others who will be or are involved in EL or educational methods that are very cooperative and/or student centered. We the students represent the most critical resource in the educational system which generally has the smallest voice in determining the direction of our education or the process through which we learn. This is our attempt to evaluate EL procedures at the university level as a viable educational design which harnesses the student as a resource.

Through slides, showing us in process, explanations of our curriculum, and assessment of our work, and discussion. We hope to take you with us on our journey as we have struggled to understand

EL, to change our perspectives on the roles of students and instructors; and to evaluate our own learning experience.

Presentation Goals and Objectives:

- To support the view of students as a viable/valuable educational resource
- To provide insight into the students experience of self directed learning.
- To share students perspectives on the kind of support required to succeed in this type of program.
- To create an opportunity for professionals to brainstorm on how they might benefit, in terms of meeting students needs, from the inclusion of EL or self directed learning concepts into their programs.
- To consider the effects of other pressures on this process:
  - How do the demands of other directed and self directed learning conflict?
  - What is the effect on a student's ability to explore areas of pre-competence while managing a normal workload and the planning of a program like ECOEE?
- To provide ideas on how to introduce EL and prepare students for such a learning opportunity.
- To ask participants for suggestions they might have on this program.

Although we were presented with what seemed to be a fairly simple task, that is, identify what your syllabi should include, we struggled with understanding the idea and then with how we might make a bridge from concept to practice. Imagine enrolling in a course about which you are already tremendously excited and then having your instructors ask, what do you want to learn? They were serious, it was not a rhetorical question. We didn't know what to do, the experience was a mix of excitement and fear all at once. We wanted to know how this could be? What were our limits? How are we to be assessed? Perhaps most importantly we wanted to know how would the instructors support us? If we could turn to them as a resource and for reassurance then, yes, we were interested but we wanted a promise that they would be there and that they would not answer all our questions with questions, as if this were a huge initiative. After several of our questions were answered the class grew quiet, we began to let the concept sink in, to realize the endless opportunities while at the same time the tremendous responsibility we were taking on.

We set aside time for curriculum development to facilitate the formation of syllabi for four courses during a weekend retreat on group issues. We were given the accreditation determinants that the RPTA Department at the University wanted covered for each class, those became the basis for the core components, usually accounting for 30%-40% of the class. We found we could legitimately pursue a tremendous range of ideas and areas of interest. At first the number of suggestions were staggering. Feedback from the year before warned us against having too many directions of study, as this would become more than we could manage in one semester. As we discussed our interests and what we wanted to study, we began to see that it would make sense to work with others having the same interests to form more intimate groups for support, clarification of goals and ideas, balance, and evaluation.

Some of us were interested in therapeutic recreation so that became our basic area of study with avenues of exploration reaching into all our other classes. Others were interested in sharpening their wilderness first responder skills and chose that as one of their major focuses for management of adventure and wilderness leadership. A few wanted to participate in multiple areas for each class. The weekend resulted in common areas of study consolidated into tracts for each subject. Goals and objectives were written for each class, which resulted in the beginning forms of syllabi. A student's syllabi for Management of Adventure Recreation emphasizing a tract in Therapeutic Recreation might look like

Core Requirements 35%
Top Rope Climbing 15%
Therapeutic Recreation 30%
Commercial Trekking and Trips 0%
Basic Rescue in Adventure 5%
High Ropes/Teams Courses 15%
Resource Management 0%
Wilderness First Responder skills 0%

In effect each student developed a unique mix of his or her interests, to be pursued in cooperation with other students sharing similar interests In this way we were able to recognize that our interest were very complex and that our direction in life not that well defined. Many of us chose to include in our curriculums pieces of other's area of interest in order to broaden our awareness and opportunities to learn.

It became evident that the formation of a curriculum committee would be necessary to facilitate the development of our interest and goals. It would require too much energy and time for us to continually be involved in curriculum development and also fulfill the tasks for each of the other committees. It was also becoming apparent that the conflict between the requirements of other classes and professors in the present semester, couldn't be sacrificed for the coming one. Being immersed in the more traditional educational setting, made it difficult to function freely in planning to participate in an alternative method, such as EL. To be highly self-directed required time and energy beyond what many of us reasonably had to give. The feeling was expressed aptly by one of the curriculum committee members. She wrote " At times I find myself feeling like an old German shepherd, set in her ways, that just doesn't want to learn a new way, give me my moneys worth and teach me. At other times it's like seeing a doorway opening with all sorts of possibilities, what may be even more difficult, its accepting the fact that we are all vulnerable and highly dependent on each other." To manage this struggle we gave the curriculum committee power to take the ideas and guidelines from the week-end retreat, clarify the intent, and work with the itinerary committee and instructors to make sure that the goals could be met during the semester's travel. We depended upon the committee to make decisions with our consent which included setting up the course of study for "Interpretation of Natural and Cultural History". This was an area completely new to all of us except for one of our curriculum committee members and we felt she and the instructors would be able to design a class we could all benefit from. The committee's challenge involved prioritizing, balancing the needs of all, determining ways to achieve educational goals, and going back to the ECOEE members for input and consensus. Although we were all aware that we were truly responsible for our own learning, something about the amount of time pressure and our constant contact with more "traditional" learning situations prevented many of us from taking full advantage of this opportunity, during the planning semester.

This proposal was written in April, three months into our planning process. Our only measure for assessment of our progress at that time was to try to determine if we had been able to implement any of the principles upon which EL is based and whether we were indeed planning a student centered field studies program.

EL is based on 10 principles:

The Primacy of Self-Discovery
The Having of Wonderful Ideas
The Responsibility for Learning
Intimacy and Caring
Success and Failure
Collaboration and Competition
Diversity and Inclusion
The Natural World
Solitude and Reflection
Service and Compassion (VOBS Training manual, 1993)

As we reflected upon our progress, it seemed that several principles had been incorporated into our experience. The primacy of self-discovery was reflected in our attempt to verbalize and then set goals for what we each wanted out of our experience. The "having of wonderful ideas" was celebrated as we found we could legitimately pursue a tremendous range of ideas and areas of interest. The responsibility for learning during our planning semester varied. Some of us had adopted it more than others depending upon our level of understanding, time, and energy. Diversity and inclusion, collaboration and competition, and intimacy and caring were all issues that we had to look at in order to develop our curriculum and ways of living together. We expect these issues remain an integral part of our experience as we implement our plans and become a unique community.

Beside the 10 principles, EL is based upon several assumptions. We have accepted the assumptions that all students can learn and that success breeds success. For us this meant that we needed to communicate to each other how we best learn, and to create time in our **schedule to build for** success. This was not an easy task as there were so many things we wanted to do in our three months. We had to constantly refer back to our priorities in order to keep things in balance and provide opportunities for different learning styles and quality assessment. Another assumption is, that parents and communities play a role that enhances student learning. Family support on our field studies program will be more indirect and distant with less consistent exchange possible. Community, however began to have an impact early in the planning semester. We knew from accounts of past ECOEEs that the twenty of us could develop into a community that would be very supportive and confrontive, enjoyable and frustrating, as well as all consuming and temporary. We anticipated that, as with the past groups, the formation of our "primary" community would have a great deal of impact upon our courses of study. A "secondary" aspect of community, involved our expectations for networking with professionals in the field. People with whom we hope to work, in the very near future. These, the agencies and the people we will meet along the way, we hope will become our extended community and enhance our learning.

At the time of presentation at AEE, we will have completed almost three months of our field studies program. We anticipate being able to address the successful or unsuccessful implementation of the EL model within the confines of our experiences planning for and participating in the ECOEE program. We hope to provide others, who might benefit from EL or its principles, with unique insights based on our experience.

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Learn to Return: Survival Education for Adventure and Outdoor Education Programs.

Todd Miner, Ed.D.

The purpose of the program is to enhance safety for adventure and outdoor education programs through a review of wilderness survival preparation and training. The program will review state-of-the-art research (and the results of the presenter's current research efforts) on wilderness survival and safety. It will provide a proven, simple and generic, Seven-Step Model for analyzing survival situations and for teaching survival that is appropriate for a wide variety of environments and populations. Based on the research and the Seven-Steps survival procedures, equipment, and supplies will be reviewed. Finally, it will explore ways to customize the Seven-Step Model for a variety of populations and environments.

Day: **Thursday**
Time: **1:30**

Expanded Description

Learning Objectives - By the conclusion of the program participants will:

- Define wilderness survival and safety
- List the most common causes of survival incidents
- Describe the most common types of survival situations
- Describe the "Seven Steps of Survival"
- Discuss how to modify the "Seven Steps" for their environment and students
- Explore ideas/techniques for teaching survival in the classroom and in the field
- List where to find more information/learning resources for survival education

Target Audience

The target audience is broadly comprised of teacher, leaders, and administrators at all levels who have an interest in safety. While a safety/survival background will be presented in such a manner that no prior experience or knowledge base is necessary.

Method of Presentation

This program will use a variety of presentation formats. The current research review will be done in a lecture format using handouts and an overhead. The "Seven Steps to Survival" will be introduced with a short training video with a follow-up lecture. Modification of the "Seven Steps" and exploration for teaching techniques will be done as a very interactive discussion, in either small groups (reporting back) or one large group. Handouts will also provide sources of learning resources and further information.

A one page "worksheet" (based on the above-cited "Learning Objectives" - see attached) will be handed out at the beginning of the program. Participants will be asked to complete it as the session progresses. Its purpose is to provide learning reinforcement and at the same time document completion of the learning objectives.

From Walls to Bridges:
The Use of a Challenge Course Experience in Building Skills for Healthy Intimate Relationships.

Deborah J. Rhoads, M.S., and Camille J. Bunting, Ph.D.

Join us as we share how a challenge course can be used to help couples build skills for healthy intimate relationships. Our use of a naturalistic inquiry research paradigm allows you to vicariously participate in the experience and determine its applicability for your needs. Practical, application-oriented information for couples programming.

Day: **Thursday**
Time: **1:30**

Expanded Description

In this workshop participants will have the opportunity to learn about a challenge course curriculum designed specifically for individuals involved in intimate relationships. Examples of such intimate relationships are close friends, roommates, siblings, dating partners, spouses, and significant others--anyone with whom one is in close personal relationship over an extended period of time. They will also have the opportunity to become more knowledgeable about the naturalistic inquiry research paradigm and how it can be used to evaluate challenge course programming in general.

The development of self-awareness skills, interactive skills, and problem-solving skills are among the primary goals of experiential adventure education (Priest, 1986). To date, however, the majority of research in the field of experiential adventure education has focused on the development of self-confidence and improvement in self-concept (Warner, 1984). A thorough survey of the literature revealed that comparatively little research has been conducted in evaluating the success of experiential adventure education in achieving interpersonal effectiveness goals, particularly with respect to intimate relationships. This workshop will report the results of such a study which used a naturalistic inquiry research paradigm.

In today's fast-paced, complex, technological world, many of the current societal problems this nation is facing are a direct or indirect result of ineffective or nonexistent growth strategies for developing intimate relationships. Healthy intimate relationships are crucial to the success of the societal structure. Successes or failures in society mirror successes or failures in individual relationships. According to Ralph J. Ojemann, the vast majority of stressors in our culture arise from interpersonal relationships (Eberle & Hall, 1979). Symptoms of this root problem include such health issues as teen pregnancy, sexually transmitted disease, suicide, drug abuse, stress, conflict, violence, divorce, loneliness, and alienation (Cahn, 1992; Kolb, 1988).

The inability to form satisfying intimate relationships has significant ramifications for one's entire life. Yet our society devotes little time to building skills for developing such intimate relationships (Miller, Nunnally, & Wackman, 1975). If the appropriate skills are not modeled in the home environment, children often progress into adolescence and even adulthood without acquiring even the most rudimentary skills necessary for effective interpersonal relationships. Frequently they also never master the self-discovery skills necessary to develop the self-awareness that is a necessary precursor to the development of healthy intimate relationships. Without appropriate and effective self-awareness, interactive, and problem-solving skills, people often resort to fear-based action and reaction which results in a variety of unhealthy outcomes, both personal and societal.

One means of addressing this fear-based action/reaction pattern that results from a lack of effective interpersonal skills is through the use of an experiential adventure education experience commonly referred to as a challenge (ropes) course. A challenge course experience allows an individual to confront personal fears and provides options for self-awareness, trust, communication, commitment, decision-making, and problem-solving that often are not immediately apparent in everyday activities (Rohnke, 1984). It provides a fun, challenging, and informative basis for learning more about oneself and developing the skills and courage to share that newfound "self" with others.

While personal and interpersonal relationship growth is never easy, it is not necessary for it to be a harrowing, trial-and-error experience. Through concrete, orchestrated activities such as those used during a challenge course experience individuals can acquire the skills necessary to become more self-aware. These skills can then be utilized to build more effective interpersonal relationships at an intimate level. Success in these endeavors provides a sense of connectedness to the larger society that can provide an important support structure when the individual is faced with difficult life issues.

Based upon the principles of experiential adventure education and utilizing a challenge (ropes) course format, the Walls to Bridges program was designed with the specific purpose of helping couples enhance their skills in self-awareness, interaction with others, and problem-solving, particularly in the context of their intimate relationships. A further objective of the program is to facilitate the transfer of these learned skills into the future daily experiences of the participants. This program provides opportunities for participants to:

- expand self-knowledge and awareness of self in relation to others
- identify current and discover alternative patterns of communication and problem-solving for conflict resolution
- increase trust in and commitment to their partner as well as to others in the group
- explore their current paradigms for dealing with interpersonal relationships and consider alternatives
- challenge themselves physically, emotionally, and socially

The program utilizes a experiential format approximately 15 hours in length over a two-day time span. The workshop has a substantial emphasis on self-reflection activities (journals, taped comments, and a solo experience) and partner involvement, as well as more traditional active experiential activities. A short follow-up session approximately one month later is used to help facilitate transfer of workshop learning to daily personal living.

Experiential adventure education is a young field and preferred evaluation techniques are still evolving (Ewert, 1987). While traditional quantitative measures of statistical treatments, prediction equations, and relationships between variables can offer important information, a more complete understanding and evaluation of a program can be gained by the use of qualitative practices such as participant observation, field notes, journal analysis, and open-ended interviews (Rowley, 1987). As Kolb (1991) has observed, "To a small child with a hammer, everything looks like it needs a pounding." He notes that experiential adventure educators have often entirely missed what they most wanted to know about their programs because they routinely administered questionnaires or standardized scales simply because they were the "hammer" of educational measurement.

Rather than traditional quantitative inquiry, a naturalistic inquiry research paradigm was employed in this study. Naturalistic inquiry focuses on discovering and understanding the ways in which individuals make sense of their environment and how that "sense-making" affects their behavior. It assumes that there is no single, fixed, objective reality and no set of generalized theories and principles. Rather, the intent of naturalistic inquiry is to understand more fully and describe more clearly complex interactions among individuals and their environments. Information gained can be transferred to other similar situations but universal generalizations cannot be made since each setting is unique.

While there is still a problem with universal acceptance (Kolb, l988), naturalistic inquiry is steadily gaining respect within the research community, especially in the field of education (Rowley, 1987). Experiential adventure education particularly lends itself to naturalistic inquiry methods (Stevenson, 1985). While this procedure precludes statistical comparisons across programs, valuable insights can still be gained. This type of data is often highly practical for field practitioners who are provided with useful information that enables the reader to "vicariously experience" the program and make their own judgment about its relevance in their particular setting.

Preliminary results from this research project reveal that the use of an experiential adventure program such as a challenge course does indeed have the ability to generate improved self-awareness, interactive, and problem-solving skills with partners in intimate relationships. Participant response to the workshop focused on:

- -- improved self and other awareness
- -- identification of "common ground" difficulties in relationships
- -- better understanding and appreciation of individual differences
- -- identification of alternative methods of communication and problem-solving

Additional issues identified by the researcher concerned the necessity for well-trained, highly experienced facilitators able to respond to a variety of situations, a need for flexibility to meet situational demands, an increased focus on reflective activities, and the possible value of a continuing support group for maximal transference to daily living.

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Why is the workshop needed? What do you hope to accomplish as a result of the workshop? What are the goals/objectives you have in giving this workshop?

To disseminate practical, application-oriented information regarding the use of a challenge course in intimate relationships to interested practitioners in the field.

To inform practitioners of available resources and techniques for using a challenge course experience for couples in intimate relationships.

To report the results of one such study.

Relation to Critical Resources Theme:

Healthy intimate relationships are crucial to the success of the societal structure. Successes or failures in society mirror successes or failures in individual relationships. The use of an innovative method such as experiential education in building healthy intimate relationships is a critical resource available to encourage individual and societal stability and success.

Presentation Style; Usefulness to Participants:

The presentation of this workshop will utilize an informal lecture/discussion framework. The use of the naturalistic inquiry paradigm allows the audience to vicariously participate in the program "up close and personal." Participants will be exposed to new ideas for using a challenge course for couples in intimate relationships. Participants will also become familiar with the use of a naturalistic inquiry paradigm and the advantages for using such a paradigm to evaluate adventure education programs.

Practical Magic:
Strategies for Enhancing the Effectiveness of Any Program.

Jodi Riley and Kristi Hayes

Otherworld Interactive Theater uses fantasy live role-playing to develop communication and problem-solving skills, creativity, and self-confidence. Its directors will discuss strategies they use for developing and improving Otherworld's educational activities. Participants will relate these strategies to the activities they use in their own work. This workshop is intended to provide practical guidelines that may be implemented by practitioners as well as by program developers.

Day: Thursday
Time: 1:30

Expanded Description

As we draw closer to the 21st century, it becomes increasingly apparent that education must grow and change to fit the demands of our society. Most people would assert that the educational system we are currently working within is not functioning as well as it could, or indeed as it must. Change is desperately needed but hard to arrange.

In this struggle, there is a temptation to discard everything old and embrace everything new in an attempt to find solutions. This would be unfortunate, since anytime we reject something that already exists, we are throwing away the positive along with the negative. A more feasible and more worthwhile answer is to examine that which we already have, modifying as we go, in order to make it work better.

For those of us who call ourselves experiential educators, this means several things. It means using the pedagogy of experience-based learning to help restructure more "traditional" methods of education so that we keep what works and augment what doesn't. Just as importantly, it also means examining and critiquing our own programs, and improving upon what we already find there.

Goals of this Workshop

In this workshop, we will present some of our strategies for improving upon existing programs. This may mean fortifying an activity that "just happens" and doesn't seem to produce any kind of results. It may mean making a strong activity even more meaningful. These are strategies that can be implemented by practitioners in-the-field as well as by program developers. It is our hope that participants will leave the workshop with several practical thoughts on positive modifications to make in their daily work. We also want to encourage all of them to think of experiential education as a fluid methodology that can flourish anywhere, rather than as a rigid list of outdoor activities.

Get-Acquainted Activity

We will begin the workshop with a quick activity to allow everyone a few minutes to get acquainted, try something new, and have some fun. This is a Medieval-style folkdance called Woven Rings. First, we must choose a gallery of Minstrels to set the dance's pace. Anyone who can't or doesn't want to do any dancing may elect to serve as a Minstrel. The Minstrels will introduce themselves while we provide them with simple musical instruments like drums and tambourines and instruct them how to keep the beat. The remaining workshop participants will then divide themselves up into equal numbers of Lords and Ladies. Since there will no doubt be many male Ladies and female Lords, we will provide every Lady with a scarf and every Lord with a sash to allow for easy identification. Lords and Ladies will introduce themselves to the group and then the dance will begin. It is a simple circle dance that involves switching partners every sixteen beats. People usually learn it very quickly, so that after five minutes, a cohesive and pretty rhythm of music and movement is achieved.

Otherworld Interactive Theater -- Who We Are

After a few more minutes of dancing, we will all take our seats. Jodi and Kristi will spend approximately ten minutes introducing themselves and Otherworld Interactive Theater. Otherworld is a non-profit organization that uses fantasy-Medieval live role-playing to develop communication and problem-solving skills, self-confidence, and creativity. It was incorporated two years ago and is one of the first groups to try using role-playing as experiential education. Otherworld ran its first event in March, 1994 and will run two more in 1995.

Each event runs from Friday night to Sunday afternoon and can accommodate approximately fifty participants. These participants spend the weekend as characters that they've made up, each with a fictitious name and wearing a costume. All the action takes place in a fictional fantasy village and the surrounding woodlands. There, they meet merchants, Gypsies, monsters, traveling minstrels, and a host of other characters. Each small group of people travels around together, meeting other people and interacting with them. Each group has goals to accomplish; these may involve finding items, gathering information, and solving various sorts of puzzles. Groups encounter varied situations which challenge them to use communication, leadership, and problem-solving skills in many ways. The adventure takes place at a 350-acre campground and utilizes the talents of over forty volunteer actors who populate the fantasy setting. The weekend is a huge theater event with costumes, props and sets to make the medieval-style world real.

The Guidelines

We will then talk about a list of ten guidelines we use at Otherworld for developing new activities and for strengthening existing ones, posting each one as we mention it. This is not a definitive list, by any means, and most activities don't meet all ten guidelines, but the guidelines are still a valuable way to consider how an activity might be improved.

Is the activity mentally involving/challenging?

This may mean that the participants need to think creatively and solve some sort of problem. Or, as in the case of the dance, it may involve remembering something intricate, like the steps. If our dance activity was going to be longer and more elaborate, we might want to heighten this aspect of the activity, perhaps by having the participants make up new verses to the song, or new steps for the dance. In these ways, an activity that seems predominantly physical is challenging on another level as well.

Is the activity physically involving/challenging?

This is the easiest qualification for the dance activity to meet, as may also be true for other activities like hikes or ropes-course elements. But it's important to remember that many others can be made to fit this category as well. A history lecture during a walk through an old part of town can be physically involving. So can sewing, cooking, and lots of other everyday activities besides just running and jumping.

Is the activity emotionally and/or spiritually involving?

This is one of the harder strategies to discuss, because it is so ephemeral. But it's usually easy to spot when it's happening. How can an instructor make it a part of an existing activity? He or she may draw on positive memories of a personal experience or from various spiritual traditions for ideas. The key seems to be to structure an activity to allow for these moving experiences, while still leaving it loosely defined to give participants enough space to interpret the situation in their own ways. These experiences need not be momentous and overwhelming in order to matter. In truth, the simplest activities can be a fitting time to introduce these elements. Suppose that meal time comes while participants are out hiking. Before eating the packed lunch, half the students are blindfolded. When the other half need to feed those who can't see, a simple picnic has also become an activity about trust and caring.

Is this activity "outside the norm"?

In terms of making an activity memorable for participants, this is probably the most important of the guidelines. Yet it is also the one to which we as "alternative" educators must pay special attention. It can be easy to pronounce our own programs as outside the existing norm of society -- perhaps because they are conducted outdoors, or take place on board a ship, or are interactive in a new and exciting way, et cetera. But remember that we are creating our own norms in these programs. When choosing a get-acquainted activity for this AEE Conference workshop, we knew that many such activities would be taking place, and so we tried to design something that would be noticeably different from what would happen in other workshops. If any program follows activity upon activity without breaking its own norm, then it runs the risk of losing participants' interest, no matter how great those activities are. Variation and contrast can be introduced on a very simple level. A literature class could be conducted by candlelight. A hike could take place during the night instead of the day. A ropes-course element could be conducted all in silence. These changes, though small, bring the activity into a whole new perspective and can be instrumental in revitalizing the participants.

Does this activity allow all participants to take part and/or excel?

Whether because of experience or motivation or innate abilities, some participants are going to be better at certain activities than other participants. This is a fact of life. The more we keep this in mind, the better we are able to design activities which allow everyone to play an important part. We can also take care to schedule a variety of activities, as discussed earlier, for this same reason.

This kind of skill-diversity doesn't have to necessarily be left to chance. Many activities can be structured to accomplish this. For instance, during Otherworld's weekend-long programs, participants stay in the same group of six people. Since we were concerned about giving everyone a chance to excel, we give each person in the group certain abilities that only s/he may use. Only the person playing the Cleric character is able to heal others who are wounded. Only the Rogue character has the ability to pick the locks on the treasure chests the group find. At some point during the weekend, each person is turned to by the others and hears them say "Only you can help us now." The relationship of interdependence that is thus established is invaluable toward promoting personal self-esteem and teamwork.

Does this activity help participants to broaden their views of themselves?

This strategy works to check-and-balance the one just discussed. As it is our job to allow people to celebrate their existing skills, it is also beneficial to let them try new things, find hidden talents, and see new sides of themselves. This can be a tough thing to do, since almost everyone, if given the choice, will elect to demonstrate a skill they're proficient in, rather than trying something scary and new. This usually manifests itself as a kind of trade-off, with a participant who says "I'll do all the X you want; just don't ask me to Y. I'm no good at that."

Let us return to our example from Otherworld. Participants at an event all choose which of the six different "classes" they'd like to be for the weekend. We structure the weekend so that each person is subtly encouraged to challenge his or her limitations. For instance, players who choose to be Wizards (one of the classes participants may choose to play) frequently are those who consider themselves "strong mentally, but not so good physically." We designed one activity where, in order to receive certain important information, the group of six people had to "teleport" to a magical clearing in the woods. During this time, no one could speak. In addition, the magic was so powerfully disturbing that everyone but the Wizard was blindfolded, to prevent them from going mad. The Wizard then led the group to the clearing and thus was responsible for the physical safety of the group. One young woman who played a Wizard later commented "I handled that much better than I thought I would." In this way, her view of herself was broadened and improved.

Does the activity both encourage and facilitate risk-taking?

If an activity involves no risk to the participants, it probably doesn't offer any chance to learn or grow, either. At the same time, if the risk -- even if only a "perceived risk" -- is too high, then the participant is in danger of pulling back and refusing to try. We hoped to strike this happy medium with our dance activity. Doing anything new and different like this does involve going out on a proverbial limb, but that risk-taking was facilitated by sending everyone out on the same limb.

Does the activity use humor positively?

In their excellent book *The Laughing Classroom*, Diane Loomans and Karen Kohlberg contrast "humor that hurts" with "humor that heals". Since laughter is going to be a part of almost every activity, we should do our best to plan for it and use it to our advantage. This is largely based on the attitude of the facilitator or group leader, but is also partially based on the activity itself. An activity that requires each person to individually demonstrate mastery of some skill is probably more likely to provoke hurtful laughter, for instance, than one where the whole group shares the responsibility.

Is the activity structured so that participants can tell when they've been successful?

Seeing your own victory is much more satisfying than merely having someone tell you about it. Consider the difference between receiving a good grade on a French vocabulary quiz and actually speaking French with someone who understands you. With an activity like the dance, success will probably be as intangible as seeing everyone smiling, but it is still an authentic indication of a job well done.

Does the activity have more than one possible successful ending?

The more different possible answers there are to a problem, the more likely it is to be captivating and relevant for the participants. There's also a larger chance that they will succeed. This doesn't have to mean making an activity easier. If anything, it adds complexity and richness. Some activities can be reframed just by the way the leader presents them. What is the goal in a game of soccer? It can be presented as "scoring more points than the other team" -- that may be true, but it allows only one way to succeed. If instead we list the goals as "giving everyone a chance to play, doing your best in your given position, being swift, being graceful, working as a team, being supportive" etc., then there are so many more ways to succeed at the very same activity.

Relating to Any Program

Workshop participants will then each select ten activities that are currently a part of their program: two that they would describe as already working very well, four that are "just all right" and four that are "not so great". We'll shuffle the order of the guidelines and ask participants to consider each activity in light of the corresponding guidelines. After some time to do this, anyone who wishes can share one or more of their "renovated" activities.

Then we'll each try designing an activity. Each person decides what his or her goal is for the activity, whether it's "I want the group to learn to be more supportive of each other" or "I want the kids to practice their multiplication tables." As a group or individually (depending on time and the size of the group) we'll use the guidelines to develop the activities.

Closing

We'll end by wrapping up everything that's been discussed and answering any questions. As participants get ready to go, we'll present each one with a magic potion (a small bottle filled with colored water,) a part of every Otherworld adventure. Each potion has a scroll tied to the bottle to tell the person who drinks it how it affects him or her. One might be a Potion of Sensitivity to Beauty; for the rest of the day, the drinker is especially aware of the beauty all around. Perhaps another is a Potion of Happiness, making the drinker just a little bit more likely to smile and laugh today. There are Potions of Open-Mindedness, of Friendliness, of Self-Worth.

It is our hope that this workshop encourages participants to begin thinking of ways to strengthen the activities they use every day and provides them with some tools to help them do so.

Can we reach kids without touching them?

Lisa Russ

Many schools have banned touch. Find ways to work with students without putting them or ourselves at risk without giving up one of our most crucial tools. Through role plays and discussion, generate organization–appropriate guidelines to protect all involved, and to use the issue as an educational opportunity.

Day: **Thursday**
Time: **1:30**

Expanded Description

Can we reach kids without touching them?

I conducted an informal telephone survey on outdoor education organizations and their policies on touch between instructors and students. The following conversations took place moments apart with two employees of the same organization.

Lisa: What is your policy on touch between students and instructors?
Employee #1 (Assistant Director of Admissions): We never touch students unless their is no other option for communication. An absolute last resort. A hug after a peak climb would be considered inappropriate.

(moments later: different person, same organization)

Lisa: What is your policy on touch between students and instructors?
Employee #2 (Human Resources Director): We have no policy on touch, and instructors use it as appropriate. There are times that touch is crucial, and times that it is wonderful. For example, after a student climbs a peak, or succeeds in some other great challenge, a hug can be a perfect way to support that student.

Introduction:

Obviously, even within individual organizations we are not communicating on this issue. Educators in all kinds of classrooms are asking: can we reach out to our students and offer them the kind of support they often need (hugs, emotional and physical closeness and support) without putting ourselves at risk for an accusation of child molestation or sexual harassment? This workshop asks, can we as experiential educators come up with some general guidelines organizations can adapt for their needs?

When educators work in non–traditional settings, there is increased contact of all kinds. This has been viewed not only as a benefit, but also as a distinct asset of experiential education. Educators are concerned about being wrongly accused of child molestation resulting from a well intentioned hug or a soothing pat on the back. I would like to lead a workshop that would elicit concerns and fears from the participants and create a positive model of touch applicable in a variety of educational settings.

Proposed Workshop:

The workshop will begin with the facilitator and a preselected participant acting out a short role play, where an instructor touches a student in an apparently innocuous fashion. The student runs off crying. Other participants will then have the opportunity to substitute for either the instructor or the student and attempt to avoid the mis–communication. This will be done quickly, without discussion, while 3–5 different scenarios are played out (20 minutes).

Then, we will quickly categorize the different responses people illustrated and write them on an easel for use later (10 minutes).

We will open the scenario and it's various outcomes for a discussion (30 minutes):

_ What was most effective?
_ What is actually possible to do with students in our various settings?
_ What tools do educators and students need in order to make this work?
_ Where can we access those tools?
_ What obstacles do we face that prevent this from happening now?

As time allows, we will try some of our new found ideas in role plays to test their effectiveness (15–20 minutes). Review of this by the group should lead to refinement of our ideas.

We will break into groups of 3–5 individuals who work in similar educational settings. Each group will quickly summarize the outcome and use it to create a set of guidelines appropriate for their organization (20 minutes). Small groups will report back to the larger group for peer review, and then finalize their guidelines for presentation to their organization (20 minutes).

Total time with this format: 1 1/2 hours. Can be adapted for any time slot, 1–2 hours.

Benefit of the activity:

Out of fear, a reluctance to put our careers and reputations on the line, or orders from Directors, many educators have adopted a no–touch policy. While some have done this through reasoned decision, others have not been able to access other options.

Participants will work through some sticky situations together in role plays and discuss actual events and possible places for misunderstandings. By working through positive options, participants will enjoy three distinct benefits:

1. Clarify fears and concerns about the issue of touch
2. Interact with peers for reinforcement and constructive criticism
3. Be proactive: work toward creating positive models of touch and physical closeness that are empowering to students and educators without ignoring the issues at hand.

Population this workshop was used with previously:
The outdoor education organization with which I work, Naturalists at Large, consists of 80 instructors and 12 site managers. Until 1993, there were no policies on sexual harassment among staff, or guidelines for working with students.

I worked first with site managers to develop the sexual harassment policy and guidelines, and as a group we discussed how this information should be passed onto instructors. Instructors worked on how to get over some very direct issues (how to put students in climbing harnesses, comfort homesickness), seeking ways to make the students comfortable, protect themselves, and insure the effectiveness of the program.

The process was successful. Many instructors had questions about these issues, but had never before felt comfortable discussing them. The first layer of venting fears and concerns was much needed. Next, through our discussions we created a vocabulary of terms, issues, feelings and responses that we all understood. This left us with common ground on which to deal with specific issues as they arose.

Some everyday issues, such as harness fitting, had never been discussed as sensitive. The training gave instructors increased awareness, and developed a new language. "I'm going to just check tightness here now, is that okay?". It also developed alternatives, "OK, it's hard to get off your wet suit on your own. Grab a buddy of the same sex, and help each other pull them off." Instructors learned to check with students before touching them, and to use student buddies when possible.

Lastly, we were able to take a list of general guidelines and put them into action. They were revised based on field experience and using our common vocabulary of terms and concepts.

The results are interesting to look at and discuss. Instructors and managers created an environment where *sexual issues and concerns could be discussed in a clear and open forum.* Managers were much better able to identify and deal with small issues and prevent them from developing into big ones. They used their new vocabulary and relied on the backing of the organization to bring up issues that previously would have seemed awkward, accusatory, or private.

Concurrently, for the first time an instructor was accused of touching students inappropriately. In the events that followed the accusation, the fact that the accused, his manager and his peers had thought through these issues gave those involved common ground. The Director of the organization also felt that the accused had been given sufficient background information and resources to make a good choice, and that the site manager was well versed in the organization–wide accepted procedures. This made the handling of the accusation much easier for everyone involved.

Research and Theory:

Ask any classroom teacher and they will tell you they have given the issue thought. While school policies vary greatly, many of these changes are occurring through subtle changes in attitude. Ruben Zacarias, deputy superintendent of the Los Angeles Unified School District said the district has "no written rules against touching. But with all these child–molestation cases making news, teachers are skittish about touching anyone, for any reason. They are wary of allegations that they made sexual advances when, in fact, they were only demonstrating appropriate affection."

Theory involving children, especially young children, points very clearly to the important role touch plays in how the child interprets the world around him and his role in it. Dr. Kyle Pruett, clinical professor of child psychiatry at Yale University and director of training programs at the Yale Child Study Center said, "The way a child is touched or held affects that child's self–esteem, and his or her feelings of being valued and treasured." His work has revealed that more and more educational centers are either tacitly or explicitly enforcing no–touch rules.

All the research that I could access on the subject was classroom oriented. There has not been much thought or discussion on how to deal with this in experiential education settings.

Why this workshop is necessary:

Many experiential education organizations have relatively new sexual harassment policies, and most are intentionally vague on the specifics of student/instructor interactions. Generally, sexual relations between students and instructors are off–limits, and anything that would fall under sexual harassment is covered in the harassment policy. What about the well–intentioned hug that gets misconstrued? What about evacuation plans that have a male instructor walking out a female student? These issues, in most cases, have been left in murky indecision.

In many ways, experiential educators are more likely to find themselves in awkward situations than classroom teachers. Since the world is our classroom, we will find ourselves sharing meals, taking a swim, or camping with our students. Experiential educators are also usually seen as very accessible, real people to their students. They are often quite young, and may be more open about their personal lives than a classroom teacher. Combined, these elements may lead to a larger gray area than classroom teachers experience.

A workshop involving experiential educators from a range of organizations and perspectives is the perfect place to begin the discussion of how we can take initiative and play a role in defining the debate and setting our own standards, rather than responding to classroom protocol.

As noted on page 1, an informal survey of several outdoor education organizations and their policies on touch revealed that even within organizations this issue has not been explored and people are communicating widely disparate policies and official positions from the top down. This is a result of either lumping this issue with sexual harassment at one extreme, or ignoring it at the other.

An well–facilitated discussion of these issues would allow experiential educators to take an informed, proactive position on how we can turn this into a learning opportunity rather than another "NEVER..."

Critical Resources:

"Within ourselves we find those critical resources: our shared ability to teach and learn, to value and preserve our experience." Theme description, AEE Conference Catalog.

Students: The area of touch, of respect for the bodies and boundaries of ourselves and others, is enmeshed in strong feelings, personal issues, family history, and bias. Working with students to define their boundaries and communicate them is cultivating in them many critical resources: self–evaluation, communication and honesty. Listening to others and respecting their boundaries cultivates other critical resources: empathy and respect for others, an ability to listen to someone else's feelings uncritically, and a recognition of another's sovereignty over his or her body.

The concept that we have sovereignty over our bodies is crucial. The teaching in this area, if it is to be positive, does not say, "nobody touches you ever". Instead, it encourages students of all ages to establish open communication with their own bodies, and to decide what feels comfortable. Students learn to evaluate their own comfort level in the moment and to express their feelings to others.

The next layer is, as usual, more difficult to grasp. Students grow to understand that other people's boundaries may vary greatly from their own (and from moment to moment), and that respecting these boundaries is as important as respecting their own. For younger students, this concept of "other" will be particularly challenging, and therefore a great opportunity for learning. Working through these strange frontiers will certainly help students develop their own critical resources.

Educators: Discussing the issue among educators will refine our own critical resources as well. Besides the above mentioned (which certainly apply to educators as well as students), we will also recognize in each other a critical resource. As a group of educators we contain a huge variety of experience and opinion that can think critically and create positive alternatives to what has become, in many traditional settings, an issue defined purely in the negative.

Goals and objectives:

Goal: Through discussion and role–plays, participants will develop a framework through which to view the issue of touch and create a positive model to share with their organizations.

Objectives:

_ Bring to light issues around touch, and their positive and negative connotations
_ Discuss fears and concerns, air personal bias
_ Explore the issue in an non–judgmental setting
_ Develop common–sense guidelines for experiential educators around physical contact with students
_ Create alternative theory to the prevailing main–stream perspective that all touching in educational environments must cease

Engaging the audience:

The challenge of an issue like this is not to convince the participants it is relevant, but instead to channel the diverse opinions, feeling, experiences and perspectives in the group to get to the crux of the issue and examine it from there.

Participation in the role plays, strategy discussions and shared experiences will make the outcome a product of the participants. The development of guidelines appropriate to one's own field of work is an impetus to take part in the process. It's like taking home a goody bag.

As the facilitator, I will keep the conversation focused on the issue at hand, while ensuring that the disparate views of the participants are aired and discussed. I will also encourage participants to continue the discussion at their own workplace.

Evaluation:

Whether or not we accomplish the goal will be clear. If each participant of the workshop leaves with a tangible model of touch to take back to their organization for review and discussion, the goal will have been met.

I will set this out clearly at the start of the workshop as the goal.

Tangible skills:

The participants will gain several tangible skills. First, the ability to work as a group on a sensitive topic with limited time will force the group to be focused and not self indulgent. Second, discussing and dealing with issues of a sexual nature is difficult. Developing comfort around this is crucial in order to create clear channels for communication around these issues in the workplace, and to develop ourselves as positive role models for students. The other tangible result will be a model for review and discussion at the home organization.

Note: Guidelines will and should vary from organization to organization. Some may not wish to have any. The goal of this workshop is to provide the foundation on which to make informed decisions.

Workshop description:

Many schools have banned touch. Find ways to work with students without putting them or ourselves at risk without giving up one of our most crucial tools. Through role plays and discussion, generate organization–appropriate guidelines to protect all involved, and to use the issue as an educational opportunity.

Biography of Presenter:

Lisa Russ, an outdoor educator, is Program Director for Naturalists at Large in Ventura, California. She enjoys moving through the frontier of organizational development, armed only with a phone and a computer.

Experienced Based Training and Development: What Is Corporate America Looking For?

Lee Smedley, Ed.D.

What is the value of an experienced-based training to the corporate world? How will an experience-based training increase the long term effectiveness of an organization? What is the relevance of your facilitators backgrounds to a company's training needs? What about fees? Have you heard these questions before? This workshop will involve an open dialogue between a corporate director of human resources and an experience-based training practitioner as to what they are looking for in a corporate training and development program. Particular attention will be paid to answering the criticism of experience-based training from the corporate world. This is your chance to learn about experience-based training and development from both sides of the fence. Bring your questions and experiences to this interactive workshop.

Day: **Thursday**
Time: **1:30**

Expanded Description

Why is the workshop needed?

Experience-based trainers have fallen under criticism from corporate America. This workshop address the criticism and permits practitioners to develop strategies that will improve their effectiveness in working with corporate audiences.

How does the presentation relate to the theme of critical resources?

The investment experience-based training (EBT) practitioner and corporate clients make in (EBT) has been significant. These critical resources of time, money and talent are not being used most effectively. This workshop strives to increase EBT practitioners' understanding of and response to criticism from corporate clients to improve effectiveness and productivity for all involved.

What do you want to accomplish through this workshop?

Share information and strategies what will help EBT practitioners become more effective in their work with corporate clients.

What are the goals/specific objectives you have in giving this workshop?

During the session, participants will be able to:

- examine the criticisms corporate audiences have made of experience-based trainers' work,
- discuss approaches for dealing with these criticisms suggested by
  - an EBT practitioner and a corporate training and development specialist who have worked together, and
  - session participants
- identify action steps for incorporating these approaches into their work with corporate audiences.

How will the facilitator engage the audience?

Techniques include discussion, participant sharing of experiences, both positive and negative, small group work and action planning.

What are ways you and the audience will know whether your purposes will be accomplished?

Participants will have an action plan to address specific challenges with their next corporate client.

What tangible skills will the participant gain form the session?

Participants will come away with a better understanding of corporate client concerns in working with EBT practitioners. This understanding and the action planning they participate in during the session will provide skills useful in developing a more consultive, customer-focused approach to work with corporate clients.

Workshop Description

Introduction and Objective Identification (10 minutes)

Experience-based training (EBT) has recently drawn harsh criticism from within the corporate world. And in some cases, the criticisms are valid. The session is designed for experience-based training practitioners who have dealt with or are interested in dealing with corporate audiences.

During the session, participants will be able to:

- examine the criticisms corporate audiences have made of experience-based trainers' work,
- discuss approaches for dealing with these criticisms suggested by

    - an EBT practitioner and a corporate training and development specialist who have worked together, and
    - session participants

- identify action steps for incorporating these approaches into their work with corporate audiences.

Criticisms - Understanding the concerns of the corporate customer (20 minutes)

EBT professionals are hired because of their expertise. And because of their great knowledge and dedication to the profession, they may assume they know the needs and concerns of their clients, In customer service parlance, this is referred to as infocused rather than customer-focused thinking. If the demand is high, your assumptions are correct, and the sources of EBT services are few, you may be able to survive with such an attitude. But it is often a poor use of the Critical Resources of time, talent and money you and your clients have invested. And if taken to an extreme, it can lead to a poor reputation for the entire profession.

Having seen and read of EBT which has not met their expectations, some potential corporate clients are wary of it. In these instances, understanding the criticisms is a focal point for the EBT practitioner interested in developing a more customer-focused consulting style. Such a style will permit the corporate decision-maker, the corporate audience and the EBT practitioner to view EBT as a value-added activity.

At this point in the session, participants are invited to list the criticisms they think corporate clients have made of EBT. The presenters the compare their list with the criticisms of EBT drawn from recent research studies, newspaper articles and interviews with corporate training professionals:

1 Executives decide on but do not attend EBT
2 EBT rarely positioned as part of a larger effort to change culture of the organization. Human Resource professionals often feel "left out"
3 Participants have no idea why they are attending EBT
4 Activities are fun, but hard to relate to work environment and to cost-justify
5 Focus on personal development is fine, but lasting effect on work team is not seen
6 Relationship of EBT exercise to work problem is tentative at best
7 Debrief of experience is often superficial and of little value

8 Follow-up is poor or nonexistent

The discussion that ensues may reveal that certain areas of major concern for EBT practitioners, such as safety, personal support and challenge by choice rather than intimidation are NOT mentioned. This "good news" should permit the EBT professional to focus more intently on the customer issues identified.

At this point in the session, participants will be encouraged to identify a particular challenge the plan to address with their next corporate client.

Proactive Approaches (30 minutes)

It is enticing to go through a round of placing blame at this point, since corporate clients are at least partially responsible for the criticisms they themselves have leveled on EBT practitioners. However, the presenters have found that designing away the criticisms in a partnership up front is much more rewarding for all parties involved.

The presenter will share approaches that have worked well in their collaborations and invite participants to share their successes as well.

Balance process and product thinking. EBT practitioners are often skilled process facilitators. Corporate clients value that , yet they often judge value from a product orientation. Focusing on what will exist or be changed after an IEBT experience is valuable to both you and them.

think and act like a consultant. Peter Block's book, Flawless Consulting, is a good reference for those EBT practitioners unfamiliar with the consulting process. Developing a shared set of expectations, involving the decision maker in the design and execution of the EBT and sharing responsibility for evaluation and follow-up to ensure lasting behavioral change is a comprehensive approach. Good consulting creates realistic expectations and no surprises...for the EBT practitioner, the corporate client and the EBT participants.

Beware of managers who approach EBT practitioners to play "Mr. Fixit" or "Recreation Director". The may resist the consulting approach, since they often work from a hidden agenda and are likely not to attend the training.

Know you client and your audience. If at all possible, the EBT practitioner should spend time getting to know about the organization he or she is working with . It's also important to identify the characteristics of the organization contact AND the group of participants themselves. Reviewing public relations documents and the client and conducting face-to-face interviews can enhance credibility and the EBT practitioner's ability to serve. A courtesy visit to the Human Resources department can ally fears of competition and help create return business.

Balance emphasis on personal and organizational development. Heightened selfawareness and improved personal effectiveness are often valuable outcomes of EBT. And while corporate clients are more and more amenable to personal development as a goal of the training they sponsor, they usually initiate training to accomplish specific organizational goals. For this reason, training intact work teams is often a more effective strategy than training a random group of employees who do not work together. Application of learnings back at work for individuals who have participated with their coworkers in EBT is much more likely, as is participation and follow-up by functional management.

Focus on application to work-related problems. If the consulting approach is used, specific outcomes that impact work behavior will be identified with the client. Selection of EBT exercises useful in achieving those outcomes should be fairly straightforward. And the debrief can focus specifically on an analysis of individual and group behavior during the exercise as it relates to the work-related issues.

Discussion and Action planning (30 minutes)

To conclude the session, the presenters will invite questions and encourage individuals in small groups to develop plans for applying the strategies discussed to the challenges they have identified.

Critical Incidents Methodology for Leadership Development.

Dr. Tom Smith, Ph.D.

Small Group experiences and discussion focusing on *field situations that create decision difficulties*, ethical dilemmas, interpersonal conflicts, and questions of "what should I do?" Dr. Smith's newest book is *Incidents of Challenge Education: A Manual For Leadership Training.* We shall explore this methodology for leadership development, and learn about our own need for values clarification, conflict resolution, and ethical decision making.

Day: **Thursday**
Time: **1:30**

Extended Description

After a brief overview to the requirements and problems of leadership training for experiential/challenge/adventure/outdoor education and therapy leaders, we shall more to a sequence of exercises to build group connections, enhance group communication, and share leadership problems. The primary focus of subsequent small group discussions will be real problems from the field that are often faced by leaders, as summarized in the new book Incidents of Challenge Education: A Manual for Leadership Training, written by the workshop facilitator. (Kendall/Hunt Publishing Company, 1994). There will also be opportunity for the groups to use the critical incident methodology to focus on real field problems that they have faced, or are currently facing.

Applied Feminism:
Leading Gender Sensitive Outdoor Experiences.

Karen Warren

Addressing gender issues in outdoor experiential education is important to valuing the experience of all participants and to promoting social change. This interactive workshop will look at how feminist principles can be applied to outdoor experiences and how to create gender responsible outdoor leadership. Men and women welcome.

Day: **Thursday**
Time: **1:30**

Extended Description

Addressing gender issues in outdoor experiential education is important to valuing the experience of all participants and to promoting social change. This workshop will look at how feminist principles can be applied to outdoor experiences and how to create gender responsible outdoor leadership.

Workshop outline:

I. Introductions

II. Ground rules

III. Disclaimers and caveats

IV. How gender impacts outdoor experiences

- historical traditions of a white male (patriarchal) system
- the task orientation of outdoor experiences favors men's/boy's traditional roles
- lack of models in the field that illustrate gender parity
- linguistic sexism - non-inclusive language, monopoly on air time and topic selection
- territorial sexism - advantageous position in the group

V. Developmental tasks of women and men

based on work by Van Nostrand, Belenky, et al., Gilligan
- Female developmental task: move toward autonomy
- Male developmental task: move toward intimacy
- Disputes in application of research

VI. How to create gender sensitive outdoor experiences

- Take a proactive approach to gender on trips, courses
- Use teaching/learning styles that support the developmental tasks of both genders

    -dialogic teaching
    -holding silence
    -cooperative learning
    -learning style diversity

- Advocate for female learners

    -support women'/girls' voices being heard
    -promote women only space - the myth of the ark

  - make women's experience and life stores an integral part

- Eliminate discriminatory course/trip components
- Practice non-judgmental intervention - (see Van Nostrand)

VII. Roleplay interventions

Use Van Nostrand's nine interventions to problem solve gender issue situations

VIII. Discussion and conclusion

Instilling Empathy and Self-Esteem in "At Risk" and Abused Youths Through Adventure/Challenge Programs.

Jennifer Young, B.S.

An inspiring slide presentation portrays New York City and Vietnamese Refugee teenagers from the NY Foundling Hospital challenging themselves in the "CHOICES" adventure program at the Alfred Corning Clark Gymnasium. Using this successful program as a model, methods of instilling self-esteem and empathy in abused and "at-risk" youths will be discussed.

Day: **Thursday**
Time: **1:30**

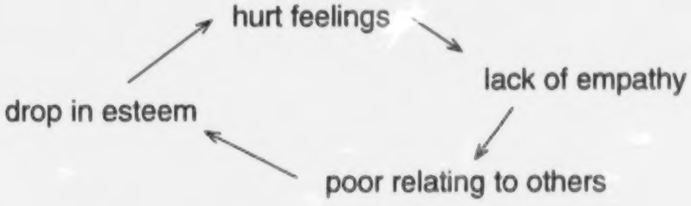
Extended Description

Beth Kerr, Assistant Special Programs Director at the Alfred Corning Clark Gymnasium in Cooperstown, New York, received her BS from Boston University. She has taught in a variety of capacities and is a NYS certified rock-climbing guide.
Jennifer Young is an Independent Living Specialist for the New York Foundling Hospital, and received her BA from the University of Connecticut. She presented at the National Association of Social Workers conference in November 1993 in Orlando, Florida, on this same topic.

Instilling self-esteem and empathy in abused, and/or other "at-risk" youths is critical to stem the widespread violence and apathy bred by their urban and\or abusive environments. In this workshop, an inspiring slide presentation will follow New York City teenagers and Vietnamese refugee minors from the New York Foundling Hospital (the largest foster care agency on the east coast) through the "CHOICES" program designed by the Alfred Corning Clark Gymnasium. Program elements include problem-solving initiatives, ropes courses, rock-climbing, and much attention on building cooperative relationships. The Assistant Special Programs Director of the ACC Gymnasium and the Independent Living Specialist of the NYFH combine their thirteen years of experience with "at-risk" youths, and their four years of collaboration on successful challenge programs to present workshop participants with information and specific methods of bolstering this population's self-esteem and capacity to empathize.

Many young survivors of familial abuse and neglect have never experienced sustained pleasure in relationships, learned the skills to create it, nor acquired the hope necessary to seek it. Many are now living in foster care (group homes or residential treatment centers) where they are removed from their families of origin where, ideally, senses of comfort, safety, trust, and identity develop. Compounding the wide scale deprivation of intimacy these youths have experienced, many are also working through the trauma of physical/sexual abuse, i.e., re-learning that intimacy involves both physical and emotional closeness. It is remarkable to discover the constancy of their depth of need and pain over the lack of empathy from significant people in their lives. These youths experience multitudes of hurt feelings often based on misperceptions, misunderstandings, and failed expectations.

The cycle of:



is a vicious one.

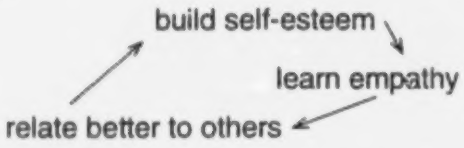
No single theory explains the intricate dynamics between healthy self-esteem and good relationships. Psychologists draw from psychodynamic to family systems, communication theory to social learning theory, behavior therapy to object relations. Through experiential groupwork in an adventure program, we challenge the cycle of hurt by offering experiential remediation and correction.

Adventure groupwork not only teaches relationship skills, but through experience, produces and even demands the practice and integration of them into being, and results in increased self-esteem and capacity to empathize. It is a crash course modeling a functional family system and emphasizing listening, personal uniqueness, safety, supported risk-taking, trust, respect, and communication. The necessary physical closeness carries great meaning for youths who may be experiencing good touch vs. bad touch for the first time, setting the groundwork for healthy affection. The closeness strengthens bonding, and serves to heighten the pleasure of the experience.

Adventure groupwork strengthens and produces many positive effects in its participants. In this workshop, we focus on two basics needed to sustain pleasure in relationships, in life itself: empathy, and its undeniable companion, self-esteem.

Learning empathy has a truly powerful effect on troubled youths.

They begin to:



The past is very much present in all relationships. All expectations in relationships are conditioned by our previous relationships. We assimilate our current experiences by means of our past conditioning. Emotional memory exists outside of time. For abused youths, the defenses they created to survive the hurt and anger in childhood, now isolate them in adulthood. It is frightening to them to lower their defenses long enough to express or feel understanding and compassion - empathy, the humanizing feeling at the heart of a happy relationship.

In adventure groupwork, skill building, personal successes and positive relating to others raises self-esteem. Heightened self-esteem breeds respect for self, from which flows compassion for others. Listening to the ideas and feelings of group members becomes the only way to achieve group success. Their shared experience creates emotional empathy, listening and sharing skills are modeled, and become pleasurable for the youths to practice. It is not hurtful to feel, express, or listen to feelings. A youth can step away from the fear of hurt long enough to understand and show compassion. Thus, cognitive restructuring takes place.

Participants in the workshop will leave with a successful model for creating their own adventure program designed to increase self-esteem and empathy in "at-risk" youth populations, and a firm understanding of why it works. Questions and discussion will be encouraged.

Stress Management and Relaxation Training for Outdoor Leaders and Instructors.

Natalie Bartley, Ed.D.

This presentation will address relaxation training/stress management techniques and potential innovative, creative applications to outdoor settings and goals. The participants will explore stress reduction, visualization, progressive muscular relaxation, and affirmation techniques to use for themselves and for their participants. Please dress comfortably and come ready to participate in learning activities.

Day: **Thursday**
Time: **3:30**

Expanded Description

The goal of this workshop is to expand outdoor instructors', leaders', and facilitators' knowledge base of holistic interventions that can help participants in outdoor pursuits maximize their potential through mind/body techniques. The outdoor leaders/instructors also benefit from the interventions by being better equipped to manage their own job related stressors and expand their facilitator abilities as well.

The session is designed to help those who work in the experiential field to make use of a special "Critical Resource", namely the mental capacities we have to make use of the mind/body connection and the ability to pass that capacity on to others. During the session participants will obtain the following objectives: 1)Develop an awareness of how the human body responds to stress and how stress can interfere or enhance learning and performance; 2)Identify various stress reducing techniques and relaxation enhancing techniques; 3)Experience a combination of relaxation techniques; and 4)Generate a variety of potential applications of the techniques to various settings and goals.

Both instructors and participants experience a measure of stress during various new experiences. The question becomes: "Is all stress bad?". Actually there is an optimum level of stress which can generate high motivation, alertness, high energy, sharp perception, calmness under pressure, and enhance memory. There can also be stress overload or under load which negatively affects learning and performance by leading to accidents, irritability, negativity, poor judgment, and many other symptoms. Maintaining the Eustress(good stress), while managing the Distress(bad stress) is an important skill to obtain and teach about. During the workshop participants will learn about the physiological stress responses, as well as psychological responses, and identify their own personal stress symptoms. They will also generate, as a group, a list of Stress Sources in their professional and personal lives. Lastly, they will learn about a variety of stress coping techniques.

One important tangible skill that is easy to learn and simple to use is **Deep Breathing.** This effective stress management skill is also the foundation for a variety of other relaxation skills that will be discussed and experientially explored during the session. Deep Breathing will be taught, and then practiced by the participants. In preparation to the Relaxation Training Application Experience, the theory behind relaxation training will be discussed.

Self relaxation techniques have been available to us for centuries! Consider how long the use of yoga, prayer, meditation, and other relaxation traditions have been in use. These ancient world techniques are still available for us to use today as part of our critical resources. During this session, world approaches to self relaxation will be reviewed (Smith, 1989). In order to put theory into practice, the participants will be led through a relaxation training progression that will include the use of deep breathing, visualizations, autogenic, and progressive muscular relaxation. After the relaxation training component we will process what the participants experienced and what impact the different techniques had on them as individuals, through a group discussion.

Recently various aspects of the relaxation techniques are finding their way into outdoor pursuits. Horst (1990) and Long (1992) have written about the use of these techniques to enhance rock climbing performance. There are many uses in physical skill performances in other sports and outdoor pursuits, as well as in self esteem enhancement applications. The final product of this workshop will be a sharing of insights and ideas regarding the future use of the stress management and relaxation techniques for individual leaders/ instructors/facilitators and the individuals and groups that they service. The potential applications to our various programs and participants are unlimited!

What Is Experiential Education??

Rebecca Lynn Carver, M.Ed.

This session combines exercises, lecture and guided discussion to address the meaning, and significance of the question as well as possible responses. The lectures is based on a literature review that provides a critical analysis of relevant topics in literature on philosophy, programs, school reform, constructivism, and social psychology.

Day: Thursday
Time: 3:30

Expanded Description

I approach this question in a manner that reflects my appreciation for Platonic philosophy. This may seem like an unusual way to begin, but making a connection between Plato and experiential education is actually not so uncommon. Kurt Hahn, whose legacy of programs include Outward Bound and the United World Colleges, is a prime example of someone whose contribution to the field of experiential education was heavily influenced by his reading of Plato's Republic. (James,1980; James,1990; Sutcliffe,1985)

Hahn was interested in what was said in Book II of the Republic about educating children in the "city in speech" (Hyland, 1988). His programs, beginning with the Salem School in Germany, are based, in part, on what Socrates and other Platonic characters say about education. (James, 1980) So, Platonic philosophy might be viewed as a root from which one strand of experiential education has grown.

Now comes a twist. My reading of Plato's philosophy of education comes less from what is explicitly said by the Platonic characters and more from what is demonstrated in the dialogues. For this session, I turn to a common practice of Socrates. He engages characters in discussions that address a question of the form "what is X". In the Republic, for instance, the question is "What is justice?", and in the Theatetus, the central question is "what is knowledge?" Here, I ask the question, "what is experiential education?"

Some readers of Platonic dialogue are frustrated by the fact that Socrates poses questions rather than answering them. The purpose of asking these questions is to get people to think about particular topics, and to provide direction for learning. Any one answer to such a lofty question as "what is knowledge" or "what is justice" is apt to have weaknesses or be flawed. Investigating these weaknesses propels the dialogue.

In this session, I will take the role of a character talking to Socrates. Participants will collectively take on the Socratic role. I will present an answer to the question "what is experiential education?" and participants will be urged to assess its validity.

At the start of the session, participants will take part in a set of small group activities as preparation for the role of Socrates. The exercises are designed to maximize participants' abilities to become involved in the process of constructing knowledge about the essence of experiential education.

During the second phase of the session, I will present a preliminary response to the question based on a critical analysis of literature that covers an array of topics. The topics include: experiential education programs and philosophy, education reform, social and motivational psychology, and constructivism.

The session will provide opportunities for personal reflection and discussion about the literature reviewed and the theory derived from it.

Introducing Game Invention.

Sarah B. Cunningham

Many teachers and facilitators are adept at spontaneously modifying activities to particular groups and individuals. As a result, they are likely to have either invented their own games or altered basic initiative activities to suit particular needs. To extend these skills, this workshop seeks to (i) provide a model for inventing one's own games, (ii) demonstrate game-invention as an initiative activity and (iii) suggest the usefulness of game-invention in the academic environment.

Day: **Thursday**
Time: **3:30**

Expanded Description

Philosopher John Dewey notes in his text, Democracy and Education, "The initial stage of that developing experience which is called thinking is experience."[1] If, as Dewey notes, experience founds thinking, then it is in the maneuvering of experience that we can foster animated thinking skills. Games are a classical manner within which we train our thinking skills and develop critical acumen through experience. Game-invention seeks to further this experience by attempting to utilize and develop the skills of creativity inherent in thinking processes.

This concept was developed in response to high school faculty finding that the greatest challenge to academic performance was classroom dynamics. This was particularly notable in the case of smaller classes and discussion groups. Phillips Academy's Encounter Program sought to alleviate these difficulties by isolating them and initiating games that attended to specific situations. One teacher remarks, "In these new situations certain students emerges as leaders who had been silent in the classroom. I realized that some of my students were actually more observant than they were in class." Another notes: "I saw an increased tendency of students to volunteer information in class the next morning and there was enthusiasm and teamwork that had been previously lacking." Games were then invented to attend to particular subject matter such as biology, physics, ESL, literature and philosophy. The proliferation of such games led the students to experiences which facilitated their thinking on academic subject matter.

Meanwhile, on the campus of Vanderbilt University, similar issues were emerging in teaching workshops. Professors were frustrated by dynamics that hindered a particular depth to their teaching. The Dynamic Enhancement program was developed to attend to these concerns, illustrating similar successes. However, the principles from which these programs arose can easily be applied to other populations. The goal of such programming is to develop activities which facilitate thinking skills.

While game-invention skills are very useful for the instructor attempting to integrate experiential education into the classroom, it can also rejuvenate a facilitator "bag of tricks". Moreover, if it is used as an initiative activity - as we will see in the workshop - it provides a rough model for thinking beyond the bounds of one's habitual thought processes.

The session will begin with a game created specifically for the AEE audience. This will demonstrate the difference between initiatives that are not context-sensitive and those that are context-sensitive. The audience will then be requested to volunteer either problems with which they are frequently confronted or a particular subject matter of common interest. We will select a focus and begin constructing a game. The audience will be facilitated in a brain-storming session, to assess the precise goals that the game seeks to achieve. Then we will construct imaginative scenarios within which such goals might be accomplished. After inventing our game, we will "test it out" on ourselves. Finally, the workshop will be followed by a period of discussion, welcoming observations and reflections from the audience.

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[1] John Dewey, Democracy and Education (New York: Free Press, 1944), 153.

Running A Frosh Wilderness Orientation Program.

Rick Curtis

Over the past ten years wilderness orientation programs have expanded across the country. From colleges to secondary schools and now graduate programs have turned to this successful format to integrate new students to the campus. The diverse populations served and the differences between schools make these programs very different. Yet, there are still basic issues and concerns that all programs have in common. The goal of this workshop is to provide a forum for discussion of these basic issues and provide planning information to schools about how to operate a Wilderness Orientation Program. The workshop is aimed both at people interested in starting a program and to current program directors and leadership staff interested in sharing and learning about other programs. It is hoped that the diversity of programs and approaches will help to inform and enrich all our programs. Within each topic area, Rick Curtis, Director of the Outdoor Action Program at Princeton University, will present how the OA program has developed these issues.

Day: **Thursday**
Time: **3:30**

Expanded Description

Over the past ten years wilderness orientation programs have expanded across the country. From colleges to secondary schools and now graduate programs have turned to this successful format to integrate new students to the campus. The diverse populations served and the differences between schools make these programs very different. Yet, there are still basic issues and concerns that all programs have in common. The goal of this workshop is to provide a forum for discussion of these basic issues and provide planning information to schools about how to operate a Wilderness Orientation Program.

You will see some recurring themes throughout. Two major themes in developing a program are details and documentation. Running any large-scale WO requires attention to an incredible number of details. The other issue that when running a program, especially when starting one, it is worth it to document your planning and process carefully. Also remember to be professional and develop good working relationships with other offices and departments on your campus as well as with ranger and others in the wilderness areas you use.

Notes: Since activities and locations are so different, the language used in this paper focuses on backpacking trips as a generic category. WO is used to refer to wilderness orientation [program].

1. Establishing Program Goals

Before starting a WO it is essential to develop a coherent set of goals which drive the program. Each school will have different goals based on the population served, age of the participants, the size of the school, the type of school (secondary, college, professional), etc. The following are some of the goals used by other WO.[1]

General Program Goals
- Fun.
- Easing the transition to school.
- Transfer skills and ideas from the wilderness setting to the school setting.
- Develop a positive connection with the school as a whole.

Personal Growth Goals

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[1] Adapted from An Assessment of Freshman Wilderness Orientation Programs in Higher Education: A Descriptive Delphi Study, Martha A. O'Keefe, University of Maine, 1989.

- Increase self-confidence.
- Increase self-esteem.
- Assume responsibility for themselves and their choices.
- Enhance communication skills.
- Enhance decision making skills.
- Better understand strengths and weakness in coping with stress.
- Adjust and mature.
- Increase personal initiative.

Social Skills Goals
- Developing supportive relationships with peers.
- Establish friendships.
- Learn to work with others.
- Develop trust in others.
- Gain a sense of community early on in school.
- Develop acceptance of others.
- Learn small group skills.
- Reduce stereotyping.
- Develop group problem-solving skills.

Other Goals
- Teaching environmental stewardship.
- Wilderness skills education.
- Reducing attrition rate.
- Leadership development.
- Faculty & staff interaction with students.
- Discuss campus life issues such as substance abuse, sexual harassment, diversity, etc.

2. Leadership Staff

A. On-campus Staff vs. Outside Staff

The issue of leadership staff varies from program to program and is tied to the type of resources you have on your campus. At a school with a strong outdoor program, outing club, or degree program in outdoor education you may have a good pool of potential staff to draw from. In other settings you may have no real pool and have to either develop your own staff or locate outside staff.

In many cases when programs are just starting up there are not enough on-campus trained staff to run a program. Also, startup programs are often pilot projects where investments of time and funds to develop trained on-campus staff may not be initially warranted. In these cases, securing (which usually means hiring) outside staff from a professional outdoor program in your area may be the best solution to get the first program off the ground. These people can be invaluable in helping you plan all aspects of your program.

B. Pairing Outside Staff and On-campus Staff

Outside Staff:

When using outside staff you will need to pair the outdoor professional(s) with one or more people from your campus, upperclass students, faculty, or staff members. Since a core goal of all WO is to orient incoming students to campus, you need to have some people on the trip who are familiar with campus life and campus issues. Other identified goals may also require the presence of members of your campus community. This also means that you have people on the trip who know the group and can provide follow up during the year. When dealing with outside staff you need to think through the following issues:

- Exactly what role is the outside staff to play? (wilderness skills, teaching, group dynamics, team building, safety, decision making). This must be made clear to both outside and on-campus staff before the program begins.

- What training or level of experience do outside staff need to have?

On-campus Staff paired with Outside Staff:

- Exactly what role in the on-campus staff to and in what areas? (wilderness skills, teaching, group dynamics, team building, safety, decision making). This must be made clear to both on-campus and outside staff before the program begins.
- What training or level of experience do on-campus staff need to have? It is recommended that on-campus staff have at least some familiarity with outdoor activities.

C. Training On-campus Staff

For those who decide to run WO with only on-campus staff you must look carefully at the issue of staff training. In many cases, these leaders are not paid staff placing them in the category of paraprofessionals. As paraprofessionals, they cannot be expected to have the level of training that a professional outdoor educator such as a NOLS or OB instructor would have. At the same time, these paraprofessional leaders may be required to deal with the same types of problems on the trail. Finding the balance for what WO leaders should know and what they can realistically be required to learn is a challenge for all programs.

There are some programs that utilize "skilled outdoorspersons" on the campus without having a specific training program or requirements for leaders. On some campuses, particularly in areas where outdoor skill levels are naturally high such as the Rocky Mountain region and the Pacific Northwest, you may be able to provide reasonable staffing. However, this can still present some serious liability difficulties as well as administrative headaches. It leaves the program director in a position of having to ascertain whether Susan really has the skills she says she has. Without some testing or actual observation this can be difficult or time consuming. If the person has participated in a known outdoor program such as OB or NOLS or a summer camp that your are familiar with, you may feel more comfortable.

Still, having a skill and being able to teach it or having good judgment are not the same thing. Always remember, if there is an injury, lots of people will start asking how this person got put in charge of a trip, what their previous experience was, what their training was, etc. You want to avoid accidents by having good staff. Also part of the job of the program director is to make sure that the program can continue from year to year, not get cut at the first accident because the institution feels that your preparations are inadequate. Finally, if it comes to a lawsuit, you will be judged against the prevailing standards of what similar institutions due and be compared (and most likely held) to the highest standard.

OA Tip: In the long run I strongly believe that a program needs to establish some basic training or skill level requirements that leaders must comply with. This helps assure that all (not just some) of the participants will have a positive experience in the wilderness, provides for better safety management, and provides the school with better liability protection.

There are two basic model for developing on-campus staff training.

Select-then-train model - Many schools have an application process before leadership training similar to Resident Advisor selection. Students submit applications and may be interviewed. Only those selected as appropriate candidates are allowed to go through the training. This model usually results in fewer training programs each year (often only one) which can set limits on the number of trained staff you can generate each year and therefore the number of trips you can offer. One advantage is that with a small leader pool everyone may know everyone else so that there is a strong sense of camaraderie among the leadership staff.

Train-then-select model - This model provides training to any student who is interested and then accepts applications from all those who have completed the training. This model can be more open-ended in the number and time of training programs offered each year and can result in a larger staffing pool. It also means that students who might not be able to participate in a "once-a-year training" can become leaders (for example student athletes in a particular sport season). Students can be evaluated during the training process and then appropriate staff selected when they apply for the WO.

In both models it is important to remember that the Leadership Training Program is just as important an outreach program as your WO. You are training on-campus staff in wilderness skills, safety and first aid, and group dynamics and leadership skills providing them with an important personal growth experience. These people will use these skills in a variety of ways on your campus.

Training Priorities:
On an multi-day WO the four skill areas below would be considered fundamental skills that leaders should have. Within each category, leadership training priorities would need to be established and concrete training methods and curriculum designed.

- Wilderness Skills
- Safety Management
- First Aid & Emergency Procedures
- Group Dynamics & Leadership

Training Assessment and Development Model:

In order to develop a training program it is important to follow a Training Assessment and Development Model. This model lets you develop your training program around a thorough examination of the activity.

Assess the Activity:

- What are the risk management factors in the activity? Which can be controlled and which cannot be controlled?
- What skills are needed by participants?
- What skills are needed by leaders?
- What equipment is needed?
- What training in the use of the equipment is needed by leaders, participants?

Brainstorm Training Possibilities:

- What modes of training are best suited to passing on this information—hands-on, simulations, lecture, discussion, etc?
- How much time is required to develop a proper level of skill in the activity?
- How much ongoing training is need to maintain this level of skill?
- Beyond the basic skills of the activity, are there special skills staff need to be able to instruct (not just do) the activity? Are their special rescue/safety skills staff need to do the activity?

OA Tip: For a specific training model see LDRTRAIN.DOC the Leadership Training Program from the Outdoor Action Program at Princeton.

Pre-trip ReFrosher Training:

In most cases, trips go out before the start of the school year and leaders may not have had any training since the previous spring. Scheduling leaders to be back on campus early provides an opportunity to do some reFrosher training and "kick people back up into high gear" so that they run safe and effective trips. This is also a time to brief people on specific goals for the trip such as planned discussions, assigned readings, etc.

OA Tip: We focus our reFrosher skill training on areas that we have found are typically weak after the summer or are core skills that people need to be sharp on. These include stove use and basic field repair, map and compass, first aid issues (anaphylactic reactions, heat illnesses, water purification, blister care, and evacuation protocols). We also cover special discussion areas that we want leaders to explore with their groups.

3. Equipment Needs

Equipment needs should be based on a through safety management analysis that includes:

- Activity(ies) - what equipment is needed
- Location
- Weather
- Equipment Resupply or Caching (can trips be resupplied in the field or do they need to be completely independent?)

A. Basic Equipment

Basic Group Equipment:

Basic group equipment will fall into the following categories:

- Travel & Activity Equipment (map & compass, canoes, bikes, climbing gear, etc.)
- Shelter (tents, tarps)
- Cooking Equipment
- First Aid Equipment
- Repair Equipment

OA Tip: See GROUPEQP.DOC for the basic Outdoor Action Group Equipment List.

Personal Equipment:

Basic personal equipment will fall into the following categories:

- Clothing items
- Footgear
- Storage Equipment (backpacks, river bags, panniers)
- Sleeping Bag

The other issue with personal equipment is what the participant must provide and what can the program provide. In many cases, the personal equipment items typically provided by the program are activity equipment, storage equipment, and a sleeping bag. Other issues with participant equipment:

- What do you do if the person is on a hiking trip and doesn't show up with boots?
- What if someone's equipment is poor quality?
- What is their equipment is poor quality? At what point does this become a safety hazard? Be prepared to say no to participants or move them off a trip if their equipment is inadequate.

OA Tip: See PERSEQP.DOC for the basic Outdoor Action Group Equipment List. You should have a complete list with places for students to check off items as they assemble them. We have found it helpful to provide explanations for why students should bring certain items. For in experienced participants, this results in better compliance.

B. Where to Get Equipment

Some WO exist on campuses with large outdoor programs that have much or all of the equipment needed. In other cases there is no equipment available. You will need to do some good sleuthing to see what is out there. In any case, you will somehow have to provide the basic group equipment described above and any specific activity equipment. There are three basic methods for equipment procurement.

- Rentals - This can be from a professional outdoor program in your area, summer camp, or other school that has WO (but not at the same time as yours).
- Swaps - Some WO programs use a swap arrangement—we'll use gear this week and you use all our gear next week.

OA Tip - If you are swapping gear, identify those items that you can really afford to swap to another WO or get swapped. One example is first aid equipment. If the other folks used it first, you would have to recheck and restock before your trip went out. It's the same with stoves, if you loan them first, you're likely to spend the night before the trip checking and repairing them. If you borrow them, you may still spend the night before the trip checking and repairing them.

- Purchasing - When you have to, buy it. In some cases and with some items, this is the only way to go. Look at on-campus resources for getting things at the cheapest prices. Many outdoor equipment manufacturers will sell at reduced prices when you make bulk orders especially on school purchase orders. If you don't have enough quantity, perhaps do a joint order with another school. Also, the school purchasing office or other campus offices may have leads for discounts.

OA Tip: Check with on-campus offices. For example, for years we bought those cheap plastic trowels from outdoor suppliers that always broke. Inexpensive, but we had to replace them constantly. We talked with the Grounds Department and found a discount garden supply catalog with great unbreakable metal trowels at a good price.

4. Logistical Planning

Any large scale WO automatically adds levels of logistical complexity not normally experienced for most school outdoor program trips. In real estate it's "location, location, location." When dealing with large scale logistical planning it's "details, details, details." Here are just a few of the little scenarios that can impact your plans.

- You plan your routes for an area and rent a bus figuring 4 groups of 12 on the bus. Then the bus arrives and it has 47 seats and a bathroom.
- You order food from a distributor including some special order items. When the food arrives two days before the trip, you find that the order is incomplete.
- When you filed your route plan with the rangers, they had to change your final nights' campsite. So your group has a long morning hike on the last day. You forgot to tell the bus company that you were rearranging the pickup order.
- Fred is a participant on a hiking trip and the afternoon before the trip leaves, he sprains his ankle.

OA Tip: When you talk about running 5 trips, things aren't too much of a problem, but when you are running dozens of trips, it can become a logistical nightmare. From an organizational standpoint, things are going to go wrong. If you have sweated the details, they will only be little things. My advice to program directors is to have absolutely nothing left to do when the trip rolls around and be on hand simply to deal with the things that come up. This means having adjunct staff that can handle the regular organization and departure of the trips (see Check-in and Check-out below).

A. Route Planning

Determine Trip Length:
The length of your trip is determined by many factors including program goals, school calendar, availability of leaders, trip costs, and what you can charge for trip fees. In most cases you will establish the trip length through analysis of these factors and then search for locations to hold the trips. The trip length has a direct bearing on what locations are suitable and in how long you may have to travel to get there (see below).

Identify Activities:
Depending on your location you may have a range of activities that can be utilized for WO programs such as backpacking, canoeing, kayaking, rock climbing, caving, bike touring, mountain biking, etc. Obviously each of these activities has its own requirements in terms of trip planning, equipment needed, staff training, safety issues, etc. This paper will focus on a generic backpacking trip to help you identify issues for planning your program.

Identify Locations:
The first place to start when developing a multi-trip program is to establish locations for your trips. Look at wilderness areas you are already familiar with that are close to campus. On a map, draw circles with a radius of 50, 100, 150, 200, 250, etc. miles out from your campus. This roughly corresponds to 1 hour, 2 hours,

etc. of driving time. See what wilderness areas are within the circles and start gathering information about the areas. You will need to look at the following issues:

- Is the area large enough to support multiple groups?
- Is the area large enough for the planned trip length?
- Are there limitations on group size?
- Are permits or special fees required?
- Are there special regulations you must comply with?
- Do leaders have to have special certifications? (Example: In some states anyone paid for leading trips must be licensed guides.)

Establish Acceptable Driving Times:
The amount of time spent riding in a bus or van must be related to the length of the trip. As a basic formula use number of trip days to number of driving hours. If the trip is 3 days long then up to 3 hours of driving is acceptable, if the trip is 6 days long then up to 6 hours of driving is acceptable.

Develop Your Routes:
Route planning itself is a complicated process that is covered in other texts so it won't be repeated in detail here. There are two fundamental trip models for wilderness orientation programs, one is the Individual Trip model and the other is the Clustered Trip model.

Individual Trip - this model has individual trip routes that may be planned with by the program director or by leadership staff. In many cases the trip may be completely self-contained and not be near any other trips. This model has lots of room for creative trip planning. It is best for programs running fewer groups. With many individual groups out you may increase logistical complications (you may need an individual transportation source for each group, groups are spread out so supporting them in the field becomes more difficult, etc.).

Clustered Trip - this model places multiple trips in one wilderness area. In many cases trips overlap or are reverse routes. This model is often used for programs running many groups since it can simplify logistical planning (fewer routes need to be planned, transportation can be combined into a bus, field support staff in the area can cover a range of groups).

In either case you will need to develop a realistic daily mileage and Time Control Plan for each route that includes consideration of the following factors.

- Trip Goals - how much time is needed on a daily basis for teaching skills, holding discussions, etc.
- Physical Condition of participants - Routes will need to be developed that will accommodate both a range of physical condition and a range of experience in your participants. It is essential, therefore, that routes be evaluated as to the level of physical fitness required and participants evaluated and placed in appropriate trips.
- Previous Outdoor Experience of participants - You will need to tailor the level of the trip to the experience level of your participants. In most wilderness orientation programs the primary goal is easing the transition into school and developing new friendships, not having a hard core expedition experience. If that is the case for your program, don't compromise those primary goals for a secondary goal.
- Elevation Changes
- Trail Conditions
- Campsite Availability
- Weather Conditions
- Environmental Hazards
- Water Availability - When planning routes you should also look at the possibility of low-water conditions. Since most WO trips take place at the end of the summer, water levels may be low. In dry summers, this can compromise a route and you may need to either delete the route or make preparations for providing water caches for your trips. This type of planning should be done up front whenever possible.
- Emergency Access - As in all route planning, you want to anticipate the possibilities of evacuation. In most programs a major injury or illness will require evacuation by trained professionals. However, minor

conditions, such as bad blisters, may require transportation by program staff (see Evacuations and Field Support Staff below).

Other things you will need to do when planning routes.

- Talk with area Rangers and establish a good working relationship: Establishing good relationships with are is important for your program development. Poor planning, improperly trained leaders, and shoddy practices reflect poorly on your school and on all other programs that use a particular wilderness area. Wilderness areas are receiving more and more "pressure" especially from large WO programs that can bring hundreds of students to a trail. We need to recognize the potential environmental impacts such groups have and respect the wilderness managers who must try to preserve these valuable resources for all users. Developing clean-up and trail maintenance projects as part of your program can help teach appropriate environmental conservation ethics to participants and demonstrate your willingness to cooperate. You may also need to work on details and jurisdiction issues for emergency evacuations.
- Emergency phone numbers for the area - rangers, local rescue squads, police, area hospitals, etc.

OA Tip: Computerizing Your Trip Planning - Details, details, details. Here is one area where the computer can be a big help. It takes some time to computerize your trip routes and logistics, but as your program expands, the time that is saved and the problems averted can be worth it. Outdoor Action has developed a standard trip planning procedure that uses a spreadsheet program to document the trip including bus drop off, daily route, planned campsite, water availability, pickup location and pickup time. By using the linking capabilities of the spreadsheet you can easily track all of your groups. The other major advantage is that when you need to make a logistical change you can change it on the route and then change is reflected across the linkages made in the spreadsheet. *(See Computerizing Your Program).*

B. Transportation

Unless you are lucky enough to have a wilderness area adjacent to your campus, your are going to have to move your groups from campus to the trailhead. The type of transportation you use is related to many factors including the length of the trip, the number of groups, the number of participants, the acceptable driving distance, cost, and available types of transportation. There is also a direct connection between the type of transportation used and your route. As we discussed above, Individual Trips versus Clustered Trips can make different demands on transportation. Here are some of the issues to consider.

Primary Transportation:

Vans - Almost every WO will utilize vans to some extent, either as the primary transportation source for moving groups to the trail or as a secondary source to provide support while trips are in the field. Vans can be used either for Individual trips or Clustered Trips.

Advantages

- A group can be completely self-driving by using their own van.
- Cost for renting vans is generally less than for renting buses so for small programs this can be more cost effective.
- The trip can start and end at almost any trailhead location.

Disadvantages

- As a program gets larger, van transportation becomes logistically unfeasible. (If you have 50 trips it may be either impossible or too much of a headache to try and rent 50 vans in your location).
- Renting a large number of vans and allowing the trips to be self-driving can be cost-prohibitive (since you are generally charged by the day as well as mileage and you would be paying for days when the van is parked at the trailhead). However, if you just use the vans for drop-off and pick up you will need a driver for each van. The issue of drivers can be complicated (see liability concerns below).
- Equipment storage becomes a problem. With gear for a multi-day trip a 15-passenger van soon becomes a 12 or even less because of equipment storage. Otherwise you will need roof racks or a trailer.

Buses - Larger programs generally use buses and the Clustered Trip model. This is the most efficient method for moving large numbers of groups and by keeping trips are in the same region you keep the rental fees on the bus down. A typical Clustered Trip scenario on a linear wilderness trail like the Appalachian Trail is the A-B-C Model. Your drop one group off at point A and they hike to point B. You drop two groups off at point B, one hike to A and the other to C and you drop one group off at C which hikes to B.

Advantages
- As a program gets larger, buses may be the only realistic way of transporting large numbers of groups.
- You do not need to provide vehicle drivers.
- Equipment storage is generally ample on a standard charter bus (Greyhound type). School buses provide limited storage without using up seating space.

Disadvantages
- A group cannot be self-driving.
- Cost for renting buses for longer distances is more expensive than van transportation.
- The trip must start and end at trailhead location that can accommodate a bus for parking, unloading, and, possibly, turning around.

As you can see, the type of transportation you use can have a major impact on your route planning. Careful route planning is required when using buses to assure that you have the necessary drop off and pick up sites.

Transportation Costs:

It is difficult to establish what transpiration costs will be in your area. Here are some ballpark figures based on what we have paid in the past. In both cases, the assumption is that either buses or van are bring used for drop off and pick up. As you can see the buses we have rented have been very competitive with van transportation for trips relatively close by. As the trip gets further way, the bus transportation charges increase.

OA Tip: Also remember that bus driver are only allowed to drive so many hours per day (which includes their transit time from the bus depot to your campus and the return back from your drop off or pick up point to the depot). On long trips, the bus driver may need to spend the night in a motel and this charge is passed on to you.

Bus Transportation Costs
(based on bus company charter quotes)

One-way Mileage	**One-way Cost**	**Both-way Cost**	**Passengers**	**Cost/Passenger**
100	$395.00	$790.00	48	$16.46
120	$425.00	$850.00	48	$17.71
150	$650.00	$1,300.00	48	$27.08
235	$895.00	$1,790.00	48	$37.29
250	$1,195.00	$2,390.00	48	$49.79
275	$1,395.00	$2,790.00	48	$58.13
300	$1,495.00	$2,990.00	48	$62.29

Van Transportation Costs
(assumes $60/day and $0.25/mile rental and $0.10/mile gas)

One-way Mileage	**One-way Cost**	**Both-way Cost**	**Passengers**	**Cost/Passenger**
100	$95.00	$190.00	12	$15.83
120	$102.00	$204.00	12	$17.00
150	$112.50	$225.00	12	$18.75

235	$142.25	$284.50	12	$23.71
250	$147.50	$295.00	12	$24.58
275	$156.25	$312.50	12	$26.04
300	$165.00	$330.00	12	$27.50

Transportation Suggestions:

- Try first to get transportation from on-campus sources. Some departments, especially Athletics often have vans or buses which can be rented at less than outside rates. Remember, establishing good relations with other offices on campus can be a big help.
- Talk with your Purchasing Office, Travel Office, or Athletic Department to see if there are discount contracts with local van and bus rental companies.
- When using bus companies, make sure you give them very accurate directions and mileages, otherwise you bill may come in higher than you thought, and your group won't get to where they need to go. In many cases this means driving the route yourself to be able to give mileages and landmarks (especially for obscure trailhead locations).

OA Tip: My own experience for a large programs is that buses are the best way to go. Although it sets some restrictions on your route planning and can be expensive, it is easier than dealing with dozens of vans, the problems of equipment storage, and the potential liability of drivers.

Secondary Transportation:

Almost all programs will utilize vans for secondary transportation. In most cases this is for field support staff (see Field Support and Evacuations below). This is to provide basic field transportation in case of minor injuries and evacuations, to relocate groups if necessary, and for Activity Transportation (see below).

Activity Transportation:

Some routes require transportation for specific activities. One example would be relocating a group for a new activity, such as a dual backpacking/canoeing trip where the group needs to be picked up on the trail and transported to the river. Another example would be picking up a group and moving them to a rock climbing site for a day and then returning them to the trail.

C. Food

Menu planning is an art in itself that is well-covered in other text so I will touch only on the high points. There are four basic food planning approaches. Food can either be planning centrally by the program director or by each individual group and food can either be a specific daily menu or basic rations (NOLS model). Part of the decision for this is based on the number of trips and the length of the trip. On short trips (less than 7 days, you are best to develop a specific menu and provide those food items). On longer trips you may want to provide general rations and let the group develop their own menu. In either case, I recommend that food be planned centrally by the program director. This allows you to consolidate your food order and pay less by ordering bulk supplies. In many cases the food service department at your school should have vendors that they purchase bulk supplies from. This is far cheaper than going to the grocery store. Here are some things to keep in mind about food purchases.

- When do you need to place your order? With bulk purchases, some items you want will be normal items that the distributor handles and others will be special order and requiring advanced ordering.
- What unit sizes does they items come in and how does that relate to what you need for each group? This is a complex issue that relates directly to size of your program and staffing resources. The cheapest way to buy food is a large bulk units. This is also the most environmentally responsible since it reduces packaging. However, it also requires major weighing and repackaging. With a smaller program you may be able to gather your leadership staff and have a "food packing party" the day before the trip. On larger programs this is not feasible and food will need to be separated ahead of time (see Food Packing below).

- Where are you going to store the food when it arrives and where can you store perishable items? This can be a big issue for programs. Most of us have limited storage space which is just barely enough for our own equipment. Try contact the food service department at your school to see if they can store food items for you. Many WO program occur before school starts when not all school dining units may be open and they may have space available including refrigeration space for perishable items. Remember establishing good relationships with other school offices will go a long way to helping you out.
- When should food be delivered? You may need to have a staggered delivery with dry goods coming early enough for your to repackage them and perishable or frozen goods (fruit, cheese, vegetables and bread) arriving the day before the trip departs.
- How is food packaged? (see the OA Tip below). An important environmental consideration is to reduce, reuse and recycle. Purchase in bulk when you can to reduce packaging waste. Also make sure that you are purchasing food items in packages that can be recycled. Before the trip goes out you will need to develop a method for collecting and recycling packaging from items that get repackaged. During the trip you must develop a method for students to separate out recyclables from garbage and a collection method at the end of the trip for gathering up recyclables such as cardboard, cans, and plastic.

Menu Planning:

In addition to things like daily calorie intake keep in mind the following when you are planning your menu.

- How long is the trip and how mush food is realistic to carry? (Keep in mind the physical condition and previous outdoor experience of participants, and the trip activity—biking trips can carry less than canoeing trips.)
- Can groups be resupplied with food during the trip or can food be cached?
- Can food be purchased along the way (as in a bike touring trip)?
- How easy is it to cook?
- Does your menu handle vegetarians (including vegans) and kosher students?
- How long will perishable items stay Frosh?
- How much does it weigh and how much space does it take up in packs?
- What is the food's "crush factor" That is, after 3 days in a pack will it still be edible or will it be crumbs.

OA Tip: Once again we use the computer to aid us when ordering food. This works best when doing a centralized food order. We use a spreadsheet program that includes the quantities and price of items that each group will need. Then we simply plug in the number of groups and the order total and cost is automatically calculated. If you use a similar menu each year it makes food calculations very easy. It is also useful for helping you look at your trip budget to estimate costs for the upcoming year since you can plug in different number of participants and see how food costs might change. (See SPREADSHEET.XLS) We order extra amounts of non-perishable food to cover us for trips during the fall semester.

Food Packing:

There are two basic approaches to food packing, one is to buy in bulk and weigh it out for each group. The other is to buy in a unit that the group will need for the trip. The first method always requires repackaging and the second almost always does (to cut down on volume and weight). There are also some items like GORP which are generally mixed from ingredients (since pre-mixed is so expensive). Keep in mind that any food preparation or repackaging should be performed under appropriate sanitary conditions. For many programs our equipment storage areas on campus do not meet the state codes for such a task. Whenever possible try to use a licensed food service facility on campus for food preparation (see liability below). In most case food repackaging is done in plastic bags that can be tied closed or Ziplocks.

OA Tip: For a large program like ours, we have settled on a compromise between bulk food and environmental packaging issues. We order food in bulk but in the package sizes that each group needs (for example a 24 oz. box of instant rice rather than a 25 pound bag). We place the items in food boxes for each group: a breakfast & drinks box, a lunch box, and a dinner box. Each box is labeled on the outside with the list of items which are checked off as they are put in the box. This makes it easy for our small summer staff to prepare the food boxes of non-perishable items ahead of time. We don't have to do any weighing and separation of food (except for a few items that need to be prepared like GORP or powdered milk which we get in larger units). We give each group enough plastic bags for them to repackage their own food the night before the trip and then have then recycle all recyclable packaging.

OA Tip: It is useful to label items that look the same once placed in a plastic bag (powdered milk, Bisquick, lemonade mix).

D. Pre-trip Arrival

Leaders

It is useful to have leaders come back one or more days before the participants arrive. This provides an opportunity for briefing them on their route, distributing group equipment and food, and doing some reFrosher skills training.

Participants

Often the turn around time from the day the participants arrive to the day they leave on the trip is very short. You need to spend some time planning the Check-in Process when students arrive. Here are some of the issues to think about.

- Rooms - In a college setting, students may be required to come back early and need to move into their dorm Rooms. This may mean coordinating with the Housing Office or other dormitory staff.
- Storage - If students cannot move into their rooms, you may need to provide storage for them for personal belongings while they are out on the trip.
- Check-in - If you haven't provided the students with the information of their specific trip ahead of time. You will need to inform them of trip information, leader names and where to meet. Finding the proper site for this is also important. You may want to consider having the check-in site, the meeting site for groups, and the location for personal equipment distribution as the same site (school gyms or other large indoor spaces work best).
- Equipment Distribution - Personal equipment like packs and sleeping bags need to be distributed. Once again having one space where all of check-in can be accomplished is helpful. With a large program it is important to take the time to plan the flow of how you will get several hundred people fitted with packs, sleeping bags, etc. in the shortest amount of time.
- Participant Follow-up - There is often a need to have participants talk with the program director or other staff when they arrive to cover such items as last minute payment, parental signature, or medical questions. A *See Me* list should be prepared and used by the Check-in Manager (see below) to let participants know that they need to see someone. The program director should have an itemized list on each person.

OA Tip: With a large program like ours, students first go to the Housing Office to get their room keys. We have a pre-check-in table their to tell students their group number and give them a map of the gym showing them where to meet their trip leaders at Check-in. Seventy-five percent of the students go through this process which avoids huge lines when they must report to the gym.

E. Departure & Return

Large programs with many trips may have very complicated logistics. Having a good Departure and Return Plan makes sure that everything goes smoothly (people get on the right bus, in the right order, with the proper driving directions, etc.).

You will need to think about the following issues:

- When you plan your trip routes, look at the mileage on the first and last days and think about what the proper bus drop off and pick up order should be. Also look at what the most efficient driving route will be for both.
- How far will different buses or vans travel? Should there be a staggered departure to get those with longer driving times out first?

- What about directions and maps for the van or bus? In the case of buses, you should send this information out to the charter company ahead of time, but also have one of the trip leaders have a duplicate on the bus. A leader should help provide directions to the driver, especially when heading to obscure trailhead drop-offs.
- How long will the drive be and do you need to provide bathroom or food stops, wither on the way out or the way back. (On the pickup, 1 bus bathroom may not be enough after many days in the woods).
- It is helpful to establish a load order for a bus, last out means first in. This means that packs are stored in the proper order underneath the bus so it is easiest to get them unloaded.
- Make sure drivers are very clear on locations for pick ups at the end of the trip. A leader in the first group to be picked up can have bus directions for the return to help the driver locate the other groups.
- Have a call-in protocol for what people are to do if they don't get picked up on time. This helps if the bus gets lost or breaks down and keeps your groups from having to wait for hours without knowing what is going on.

OA Tip: By utilizing as spreadsheet for your route planning, you can simplify your Departure and Return Plans. The spreadsheet can link the information for Groups A, B, and C in terms of their bus number, drop off point, pick up point. pick up time, etc. This makes it easier to track logistical planning changes and make sure your transportation information is correct (see SPREADSHEET.XLS).

OA Tip: Make sure you have the telephone number for the bus dispatcher so that you can make last minute changes to pick up sites if groups have to change their route during the trip.

I. Trip Return to Campus

When everyone gets back, now you have a whole new set of major jobs. Careful pre-planning will make this process go smoothly. Managers (see below) can be helpful in handling many of these areas. Here are some of the issues to be prepared for:

- Return - Like Check-in you want to have a location with enough space to handle your groups and the inevitable mess and chaos of groups de-issuing equipment. The goal is for the space and the process to control the chaos so that things go quickly and smoothly.
- Equipment De-issue - You want to make sure that you get all of your equipment back, that it is sorted out properly, and that damaged items are properly labeled and set aside. Finding a good space for your return and de-issue is also important.
- Recycling Procedures - Develop good procedures for dealing with garbage, left-over food, and recycling (see Food above).
- Participant & Leader Evaluations - Getting written feedback is helpful in future planning. It also can provide you with quotes and anecdotal information about how valuable your program is.
- Leader Post-trip Debriefing - Getting good information back from the leaders about their trip, how it went, food, equipment, route, etc. *while it is still Frosh in their minds,* is essential for helping to make improvements for the next year.
- Collection of Accident Reports and Information Reports - Gather this information and debrief leaders over problems. Any incidents should be evaluated by the program Safety Committee and recommendations made for the future.

F. Support in the Field

Whenever you have groups out, you need to be prepared to respond to problems that happen in the field. This can include the following:

- Moving groups from place to place.
- Changing activities (from trail to the river).
- Resupply with water, equipment or food.
- Transport of minor medical problems. In case of a serious medical emergency, you should utilize rescue professional (see Evacuation below).

If the groups are close to campus (within 1-2 hours drive) you can provide transportation and support services from campus. As your groups get farther from your campus, you should think about establishing field support staff that are close to the groups in a particular area. This cuts down on the transport time and can help keep your groups on their planned route and schedule which can prevent problems later. If you have to drive 4 hours to pick up a hiker with a stomach problem, drive them to the hospital for examination and then drive them back to the group (presuming they are OK), the group may be so off schedule as to need to be relocated in order to make their planned pick up point. [If you are using vans for drop-off and pick-up of individual groups, you may have lots of flexibility for them to take out at another site. If you are using buses, you may not.]

Field support staff can stay in a variety of locations including campgrounds, summer camps, or motels. You should establish a reliable method of communication between the program director and support. This can be by phone, pager, or cellular phone. It is best to have 24 hour contact ability. If the support crew is staying at a campground and only has access to a pay phone, you may have a hard time getting in touch. It is also a good policy to make sure that people call in whenever they have been out on the road before they head back to base in case something has come up while they were out.

Support staff can be recruited from a variety of sources. Some schools require it for students who want to be leaders. Others recruit students who have not completed the leader training requirements. We have had some success recruiting students who participated in the previous year's WO. You may need to make sure that support staff have the proper training in such things as van driving, and the proper call-in and response protocols (see Liability and Insurance below). Remember, this is a field transport and resupply service, not an ambulance. Don't take on more than your staff is trained and equipped to handle.

G. Managers

With all the details, details, details, it is helpful for the program director to be removed from much of the logistical goings on particularly for Check-in and Departure. Managers provide a solid resource for this. Here are some of the Manager Roles we utilize for the Outdoor Action Program.

Manager Coordinator (MC) - Schedules people for their different Manager roles and making sure that they know where and when to be places and what they are supposed to do. Make sure everyone is set for Frosh Check-in at the gym. Act as a floater to help where needed or reassign people as required. Make sure everyone is set for Depart on Wednesday. Act as a floater to help where needed or reassign people as required.

Transportation Manager (TM) - The TM is responsible for coordinating the bus and van. The TM will screen groups as they arrive on the morning of trip departure, inform them of their bus/van and what loading order they should use (groups getting off last load first etc.). The TM will collect valuables envelopes from each group, label them and give them to the program director. Before any vehicle leaves a proper participant count must be done by each group's leaders and the TM informed if all are present. When a bus or van is properly loaded the TM will give the word for it to depart.

Check-in Manager (CM) - During the day the CM will be manning a table for pre-check-in for frosh. At this table the frosh will be checked off so that we know they have arrived and each frosh will be given a map of the main floor of the gym with the number and location of their group area circled. Also cross check frosh against the *see program manager list* and let them know to check in with program manager when they arrive at 5:00 PM. When check-in begins at the gym at 5:00 PM any frosh who have been through pre-check-in may go directly to their groups. The CM will be on location until 4:30 PM then will shut down and move the operation to the gym.

Equipment Manager (EM) - Distributing group equipment to all trip leaders. At this time s/he must tell leaders to check their equipment supplies against the list provided. Supervise personal equipment check out at to participants at the gym. Equipment will be distributed by group and records will be kept of what items are checked out to each group. The EM is responsible for transporting extra equipment to departure site in case there are any last minute equipment needs. The EM is responsible for checking each group's equipment back in after the trip returns. The EM will make sure that items are sorted properly and that any items borrowed from other programs are separated from OA equipment. When the group is finished the leaders will be sent to see program director for their valuables.

Food Manager (FM) - The FM is responsible for the distribution of group food boxes to the trip leaders. The FM is also responsible for distributing perishable items and breakfast to all groups on the morning of departure. At the end of the trip, the FM is responsible for making sure groups return unused food, through out garbage, and properly recycle items.

H. Evacuations vs. Transports

Programs need to develop an appropriate protocol for how to deal with students who need to be removed from the trip, whether this is for a minor medical problem, behavior problem, family emergency, etc. In general, this is job of the field support staff. The term, "evacuation" may be somewhat erroneous since it suggests a medical emergency. I suggest that your staff not handle such things. The liability is simply to great. Have rangers or rescue squads handle evacs from the trail and have the proper local rescue authorities handle serious medical transports.

- You should develop a protocol for the following:
- How do leaders contact the program director during the trip? (The program director should be accessible 24 hours a day).
- Do leaders contact field support directly if there is a problem or work through the program director.
- Emergency phone numbers for each area.
- When to arrange for a professional medical evacuation.
- When to contact field support for a transport.
- What injuries/illnesses need evacuation.
- When do you let someone walk out on their own versus calling for professional help.

OA Tip: We developed an evacuation flow chart to help leaders determine how to handle evacuations versus transports. See the Evacuation Flow Chart.

5. Participants

The types of participants that will come on your program are related to your school population and the goals of the program. In most cases one assumes that the program is either required of all students or open to all incoming students. Obviously the numbers of students you can accommodate are related to such factors as staff availability, equipment availability, routes within a reasonable driving distance, and budget.

A. Application Forms

Application forms are an essential aspect of gathering important pre-trip information on your participants. Your application form should provide the following information:

- Address
- Phone
- Equipment Needs
- Financial Aid Request (if applicable)
- Previous Experience
- Health History
- Allergies
- Medications
- Dietary restrictions
- Special Needs
- Physical Condition
- Required Immunizations
- Release signed by student or parent

See FROSHAPP.DOC for sample application. You will need to customize the application for your specific program. Check with your legal office about the appropriate waiver/release language for your state.

OA Tip: It is useful to think about the information participants provide in their application form and a computer database. For large programs, having the info in a database is essential. A database will allow you to run reports on medical problems, dietary restrictions, help you in placing people in trips of their choice, etc. The database should correspond closely to the application form to make data entry easier. There is a sample WO database Program available for those working with Microsoft Access (FROSHTRP.MDB).

OA Tip: If your trip is first-come, first-served, applications should be processed by postmark date in order to avoid complaints from participants.

B. Participant Screening

Participants should be placed in trips that are at an appropriate level for them. This means taking into account their physical condition, age, medical history, and previous outdoor experience. When screening participants you will need good information about the route areas and possible contraindications for placement. For example, if some routes have a history of bee sting problems, you might not want to assign people with bee sting allergies to that area.

It is important to develop a good relationship with the Health Services department or Infirmary on your campus. You may need to discuss particular medical conditions with a physician or health care professional in order to make the proper decision about whether the person can attend the trip, if there are any special restrictions for the person, or any special precautions you will need to take.

The other screening area is physical condition. You want to place people in routes that will not be overly challenging for them physically. Having a thorough set of screening questions is essential in evaluating participants' condition. Generating some numerical condition value can be helpful especially if your trips are rated on the same scale. This allows you to match people to the physical level of the trip.

Outdoor Action uses the following scale developed by Dr. Cooper in his book Aerobics.

OA Tip: Keep in mind that some people underestimate and others overestimate their condition. Depending on when you send you materials out, the condition might look good if the person is active in sports but then during the summer they might be a couch potato.

6. Institutional Issues

A. Liability & Insurance:

Any program that takes groups into the wilderness must recognize that there are some risks. A carefully thought out program, with good staff, good equipment, and proper safety management, can be very safe. Unfortunately, outdoor activities are often misunderstood as inherently "high risk" even though it can be safer than many standard school sports programs (lower injury rates). Properly managed, the benefits from a WO can far offset the risks. As mentioned above, you need to do a thorough risk analysis to determine the potential hazards of your activities and determine the proper training, equipment, etc. required to operate with an effective margin of safety. If you are starting a new program, demonstrating your thoroughness will be an important part of gaining approval from your school.

Risk Assessment
It is important from an institutional prospective to identify the areas for possible liability and to take positive steps to reduce the possibility. Here are a few liability areas that have been mentioned above.

- Leader Training - Make sure your have staff that are properly trained. Keep you activities operating at a level that is appropriate for your staff.
- Drivers - Proper training and/or screening of drivers is essential if you will be transporting your students.
- Food Preparation - Poor sanitary practices either in food packing or food preparation on the trip can lead to the spread of communicable diseases.

- Screening & Placement - Proper screening and placement makes sure that participants are in a trip that they can handle.
- Environmental Hazards - Be aware of and prepared for the environmental hazards in your areas (bees, Lyme Disease, Giardia, etc.).
- Evacuations - make sure the proper emergency personnel are handling medical evacuations and transports.

OA Tip: We provide all participants with a handout at the end of the trip that explains the sins and symptoms of Giardiasis and Lyme Disease since the indications may not come up until well after the trip.

Insurance

All programs will need some form of insurance coverage. This may be through the school's general liability policy or through a special policy just for the program. If you are doing a pilot project and hiring a professional outdoor program to run your pilot, insurance coverage may be provided by that program. In any case, develop a good relationship with your Risk Management or Insurance Office and with school legal counsel to make sure that your coverage, waivers, etc. are properly prepared.

7. Support & Funding

Cost for the program will vary greatly depending on institutional support, availability of staff, equipment, food and transportation costs etc. You will need to plan a careful budget to make sure that any fees properly offset costs.

OA Tip: Keeping close track of expenses on a spreadsheet will help you estimate costs for next year's program more easily. See EXPENSES.XLS.

A. Funding Sources

Programs may be funded by any or all of the following sources. Look carefully at your campus to determine where best to go for funds.

- Fees charged to participants
- Budget from the school
- Grants

B. Financial Aid

When fees are charged, you should look at what provisions need to be made to provide financial aid for participants. A primary goal for most programs is that all interested students should be able to participate. In some cases, the fee for the program is higher than the cost and excess funds are used for financial aid. In other cases the school Financial Aid Office may provide funding.

C. Costs

Only your analysis will indicate what the program will cost. The spreadsheet showing the Outdoor Action Frosh Trip budget will give you some idea of the costs for a large program. Here are some of the categories you will need to consider.

- Printing & Mailing
- Food
- First Aid Equipment
- Group Equipment
- Facilities Usage
- Equipment Rentals
- Camping - fees & permits
- Bus Rental
- Van Rental
- Field Support Expenses
- Post Trip Expenses
- T-shirts
- Summer Labor
- Miscellaneous

8. Program Research & Follow-up

- Debriefing
- Studies

A.E.E. Regional Conferences: Successes, Learnings, and Strengthening the Bonds of Professional Community.

Brian Drypolcher

This workshop will consist of a panel presentation along with structured conversations to explore the current state and future of A.E.E. Regional Conferences. What has been successful? What can be strengthened? How can the Regions and A.E.E. work to strengthen our network so that efforts are integrated and diffused?

Day: **Thursday**
Time: **3:30**

Expanded Description

Conversations with individuals around the U.S. who have played a role in running regional conferences reveal a strong interest in building collaboration and sharing information among the regions. What are the areas of collaborations that would be of high value to folks planning regional conferences? What resources can be shared to strengthen the conferences? What sorts of activities have worked particularly well at making the regional conferences successful? What learning can we share to improve our work?

On another level, the Conferences Advisory Committee of AEE would like to play a role in supporting the quality and continuity of conferences that take place at the regional level. AEE and the Advisory Committee want to provide centralized support for the regions. There is perceived value in working to ensure that the disparate activities of the regions are coordinated and tied together in a manner that furthers the overall mission of AEE and strengthens the bonds of our professional community. How can we nurture autonomy and vitality at the regional level while ensuring strong linkage to, and support of, "AEE International" and it's broader mission? What procedures can be standardized across regions to integrate the system? What standardized support can be developed that makes running a regional conferences more efficient?

These are the issues we would like to address in this workshop. the format will include structured conversations on specific topics with time for informal sharing to "cross fertilize" the regions. This workshop will be a first in a series to be continued in the agenda at future AEE International conferences.

The Association for Challenge Course Technology. What Are We Up To?

Warren Elmer, MST

The panel will represent several of the companies who are members of ACCT and will talk about their committees; technical standards, membership information, symposium and plans for research and development. There will be an opportunity for questions and discussions about challenge courses, specifically applications of the new standards and suggestions for areas in which ACCT should provide info., R&D, etc.

Day: **Thursday**
Time: **3:30**

Expanded Description

Warren Elmer received his Masters of Science in Teaching from Antioch / New England. He has worked in the experiential field for 20 years - the past ten as Founder and President of Cradlerock Outdoor Network, Inc. He is currently chairperson for Mid-Atlantic AEE and has done presentations at conferences for ACA, CCI, AHPERD, AEE, etc.

The panel will represent several of the companies who are members of ACCT and will talk about their committees; technical standards, membership information, symposium and plans for research and development. There will be an opportunity for questions and discussions about challenge courses, specifically applications of the new standards and suggestions for areas in which ACCT should provide info., R&D, etc.

The session will include a panel presentation representing at least voting member organizations from ACCT, including Project Adventure, Inner Quest, Cradlerock, Rope Works, etc. The panelist will do presentations on the following:

- Construction standards (the document will be available)
- ACCT plans for research and development, to include testing of certain equipment, information on membership and the association's newsletter and public information
- A presentation on the National Symposium to be held Dec. 1-4 at George Williams College in Lake Geneva, WI.

After the panels presentation there will be time for questions and discussion and informal, one-on-one discussion afterwards.

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Play with A Purpose: Beginnings and Endings.

Faith Evans

All group gatherings/meetings/events have beginnings and endings. Enliven your openings and closings by participating in "beginning" activities to get acquainted, set the tone and provide a warm welcome. Experience "ending" activities to summarize, personalize, evaluate and complete your gathering. Be ready to play, share and enlarge your bag of tricks. FUN guaranteed.

Day: **Thursday**
Time: **3:30**

Expanded Description

Often the content of a gathering is the focus and leaders miss an opportunity to generate engagement, relatedness, alertness and transfer of learning in the opening and closing moments. Meetings will be enlivened through establishing an environment where open communication, self-expression and fun are encouraged from the opening moments. AEE workshop participants will actively engage in activities which can be used immediately, with little or no cost, preparation or props. Through experiencing the activities and debriefing, participants will have the knowledge to personally adapt and facilitate activities for their own use, and with groups of all ages and sizes.

Examples of activities to be introduced are: Welcome Circle (and Good-bye), Slap, Clap, Snap, Introductions/Connections, Walk in Common, A Roo Chi Cha, Let Me See You Boogaloo, All My Friends, Human Treasure Find, Continuing Line, Network, Good-bye Juggle, Snap Shot, Post Card, Wonderful Circle, Lap Sit, Six Month Letter, Taking It Home.

The Family Expedition: Creating Systemic Change with At-Risk Youth Through the Use of Adventure Family Therapy.

Michael A. Gass, Ph.D. and JoAnn Orr, M.S.W.

Creating positive and lasting social change with at-risk adolescents can be problematic. This workshop presents a systemically based program designed to accomplish this task through working with families of these youth. Areas covered will include program design and evaluation, methods of interventions, and actual prescriptive interventions and activities used to accomplish this task.

Day: **Thursday**
Time: **3:30**

Expanded Description

One of the greatest needs in our society is the production of functional community members. While some people progress through adolescence in a manner that results in this goal, others find varying degrees of difficulty in this process and as a result, find themselves "lost" in our society. Many times these adolescents are labeled as being "at-risk" and are predisposed to higher levels of juvenile delinquency, nonattendance in school, sexual behavior problems (e.g., teenage pregnancy), drug abuse, personal disturbances, academic under achievement, and vocational problems (Cullinan, Epstein, & Lloyd, 1983); all of which have tremendous emotional, financial, and other negative ramifications for the youth and society in general.

There is great pressure on society to find methods that will help these individuals. In the searching for solutions to this answer, it seems that there a variety of factors that contribute to the problems confronting at-risk youth. In fact, many of these factors work together to produce a negative and dysfunctional cycle where at-risk youth end up possessing a long history of failure in traditional learning/living environments. The need for integrative approaches to produce functional and healthy changes, that strives to seek integration with the youth's entire support system, often holds the answer to reversing this dysfunctional cycle.

One answer to this dilemma is the use of integrative and systemic adventure therapy approaches that prescriptively address this issue. These type of experiences can provide a rich medium for producing functional changes in the socialization of youth. Gass (1993) has identified several reasons as to why adventure experiences can produce positive changes in the social development of at-risk youth. Five of these reasons include:

(1) Action Centered Learning - One advantage of using adventure experiences with at-risk youth to produce social skills is that it turns passive learning environments into active and multi-dimensional experiences. Didactic and verbal processes, which often are the central medium of learning where most youth who are at-risk fail, are replaced in adventure programs by concrete physical actions and experiences. Social interaction become observed and holistic, involving physical, affective, and cognitive interaction.

(2) Unfamiliar Environment - As youth who are at-risk enter into traditional social settings, they often possess a strong resistance to attempt functional interactive behaviors based on past negative experiences. One of the central premises of adventure experiences is to take participants out of familiar environments and place them in situations that are new and unique. This provides an environment: (1) where youth who are at-risk possess few limitations on their success, (2) that is straightforward, presenting clear problems for participants to address and simplifying "side issues" or external stressors that complicate many of the issues confronting youth, and (3) that is a "contrast" to past experiences in order to highlight generalities in social development that tend to be overlooked by youth who are at-risk in traditional settings and gain positive perspectives on these attributes.

(3) Climate of Positive Change - As valid as passive and even other action centered learning environments are, they hold little motivation for change when dysfunctional patterns can be maintained by youth who are at-risk. Adventure experiences can provide an inherent level of motivation based on clear consequences for inappropriate social behaviors. Such consequences are not arbitrary or evaluative, but true yet neutral representations on the processes and behavior of youth who are at-risk. From this type of feedback, youth who are at-risk are presented with vivid and accurate representations of positive as well as negative behaviors. Their interpretations of these concrete and resulting behaviors; supported by peers, teachers, and family members; provides a powerful medium for interpretation and a valuable climate for change of dysfunctional behaviors.

(4) Small Group Development in a Genuine Community - Small group development is a key factor in social skill learning and often a critical element of adventure programs (Kerr and Gass, 1987). In adventure experiences, youth who are at-risk are generally placed into groups of no more than 12 so that optimal social learning can occur during adventure and other experiential activities. In small groups, conflict can arise because of the large number of individual needs, yet it is manageable due to the group's small size. Small group size also permits youth who are at-risk to achieve positive levels of independence as well as strong feelings of group consciousness. Finally, the small group allows for a healthy sense of reciprocity to occur. Here youth who are at-risk learn to offer personal strengths for the benefit of the group and seek assistance for areas of weakness. Once this feeling is established, it is again integrated into continued positive social growth.

(5) Focus on Potentialities Rather Than Pathologies - Too often youth who are at-risk come from environments where their negative behaviors have overshadowed any healthy potential for social or vocational growth. Adventure experiences focus on the potential growth of youth who are at-risk, opening new horizons in their development. This reduces negative and dysfunctional defense mechanisms and challenges youth who are at-risk to stretch their social and vocational limits and discover untapped personal resources and strengths. These empowering opportunities serve as a basis for future social development (Gass, 1985, 1991).

The Family Expedition Program model: A quality systemic approach to attaining lasting functional change with youth who are at-risk

The study of human behavior, particularly with youth who are at-risk, can be viewed from a variety of perspectives. One of the key factors of the Family Expedition Program model is the integration of two approaches (i.e., individual and systemic approaches) in attaining lasting functional change with youth who are at-risk. While designing adventure programming and other experiential activities that promote the development of self-concept, self-responsibility, and functional changes for each youth who is at-risk, the program model also incorporates systemic approaches to help reinforce and integrate these changes. For example, instead of just focusing on an adolescent's actions in the particular act of inappropriate social behaviors, staff also examine interactions of youth with other significant members in her/his life (as well as other societal influences) to determine reasons for dysfunctional behavior and potential solutions. Systemic approaches to behavior change recognize that an individual's actions cannot be understood separately from other members of their social system and that if change occurs with the youth who is at-risk, it will influence every other member of her/his social system.

Based on these philosophies, the Family Expedition Program is a nine month program designed to create positive social changes in at-risk youth. Each month is structured around one area of social skill development (e.g., communication, problem-solving, life style issues) using adventure experiences. Summer experiences include extended, multiple day experiences for youth and their peer group. Spring and fall experiences are single day experiences for youth and their families. Family experiences are augmented by a Family Enrichment Night (FEN) on a weekday night proceeding the weekend day experience. All experiences are designed to help youth and their families identify, construct, and implement solutions to problems they encounter. In this approach, the processes center around: (1) looking for what clients want (i.e., solutions) rather than what they don't want (i.e., problems), (2) looking for what is working for clients rather than what is not, and (3) if certain things are not working for clients, assist them in doing something different (Walter & Peller, 1992).

Other processes are also used to induce functional social change with at at-risk youth. One of these techniques is the externalization of problems (White, 1989). In the following introduction, note how the topic of adolescence is likened to a "wilderness" or "series of challenges" and how it is externalized for youth, families, and program staff to work together to confront:

> *Hello and good morning!!! We'd like to welcome you to the Family Expedition Program. As I'm sure you've read about in the materials sent to you and from you meeting with the Program Coordinator, our program has been designed to include a number of fun times and adventures for you and the young adolescents in your families. As you've looked at these activities, I'm sure that many of you would agree that quite a few of them look exciting and possibly a bit challenging (note the need for a creation of a "yes" set with the families). We as a staff are looking forward to working with you in these activities in a fun and supportive manner.*
>
> *As challenging as these activities may look., I want to take just a brief bit of time before we get started with our first activities to talk to you for the staff about another type of challenge that is facing every family here... the challenge of adolescence. As I'm sure we're all well aware, becoming an adolescent in today's society is not easy. Adolescence has become a sort of "wilderness" or "series of challenges" containing multiple opportunities and dangers....choices that could lead toward good decisions or bad ones...actions that could lead to the development of a well rounded adult or one that isn't as successful as we would like.*
>
> *And that's exactly why were here, not as experts, for you are the ones that know your families best. But to provide new, exciting, and fun experiences to serve as a means for your family to have fun and maybe, just maybe learn in the process something about how your family works together when faced with challenging situations, like adolescence, where trust, cooperation, communication, sharing the load, and using family resources lead you to your goals.*
>
> *But enough of this for now... what we'd like to start with a series of activities that go over the rules of the program.*

In this introduction, not only is the program framed around the issues confronting the participating youth and families, but there is a purposeful intent to externalize issues present in order for families to join together in confronting these issues. Too often there is a tendency to "blame one another" in a family rather than work together to provide solutions for issues.

Sexual Harassment: Do You Know It When You See It? Do You Know What to Do About It?

Molly Hampton and Reb Gregg

Sexual harassment is a concern that is affecting most workplaces today. In many outdoor organizations, staff must make independent decisions in the field about how to handle harassment issues. In this workshop, we will use case studies to discuss the following:

- How does the law define sexual harassment?
- How can you provide a safe environment in the workplace and in the field?
- How can you protect the rights of both parties?
- What kind of discipline measures are warranted if harassment exists?

This workshop is designed for both administrators and staff (instructors).

Day: Thursday
Time: 3:30

Expanded Description

I. Introduction:
Purpose of this workshop:
- To review the law and how it effects us intown and in the field;
- To discuss how we are implementing it and disciplining those involved

II. Backround:
-The law covers the workplace, however same guidelines should apply to staff-student and student-student harassment (in '92 the Supreme Court ruled in favor of a high school student against a teacher); harassment versus sexual harassment
-Title VII of the Civil Rights Act of '64: employers can't discriminate on basis of sex, race, color, religion, age, national origin;
[- 1972 Equal Employment Opportunity Act passed allowing EEOC to sue guilty employers]
-1992 US report: over 40% of all undergraduate females surveyed reported incidents of sexual harassment; [64% females in the military; '91 national poll - 45% of working women; 15% men. '91 Equal Employment Opportunity Commission received 5200 complaints, estimated to be about 5% of actual claims; 95% of complaints turned out to be fact.

III. Types of sexual harassment:
Quid pro quo
Hostile work environment
Preferential treatment or favoritism

A) Quid Pro Quo: when "submission to or rejection of (sexual) conduct by an individual is used as a basis for employment decisions affecting such individual."

Employment decisions include hiring, firing, promotion and compensation.
Employer strictly liable for supervisor's actions even without employer's knowledge. It is assumed that supervisors act as employer's agent.

B) Hostile Work Environment: sexual innuendoes, remarks and physical acts sufficiently severe or so offensive as "to alter the conditions of the employee's employment and create an abusive or hostile work environment."

Employer liable if they knew or should have known of harassment and failed to take prompt, effective remedial action. "Should have known" is defined as if they could have learned of it through reasonable inquiry (especially when there are others at work who do know and/or rumors have surfaced).

Key considerations in determining hostile work environment: to determine you need to look at the totality on a case by case basis.

1) "Unwelcome": distinguish between "invited", "uninvited but welcome", "offensive but tolerated" and "flatly rejected" sexual advances. Factors considered in determining the above:

a. whether complainant clearly indicated by his/her conduct to the harasser that the sexual advances or offensive behavior was unwelcome; "Conduct" is clearest when it is verbal, however consistent failure to respond to suggestive comments may be sufficient to communicate it is unwelcome.
b. whether complainant filed a complaint in a timely manner with the organization (through organization's compaint procedure); if delayed in complaining whether fear of reprisals was cause for delay.
c. complainant's public dress and fantasies, participatory conduct, foul language and indulgence in pranks at work
d. complainant's recent sexual conduct; if previous consensual relationship with harasser there is a higher burden on proof that advances were unwanted.

2) Abusive or hostile working environment": The following are considered hostile if a reasonable woman (or whomever is the harassee) would find the behavior offensive.

a. Sexually suggestive jokes and vulgar language;
b. Physical advances especially when intimate;
c. Sexually oriented pictures - courts are mixed on whether this is harassment.

3) "Sufficiently severe": Depending on degree sexual harassment could be a result of a single incident or pattern. Again, you would consider it from the "reasonable woman" standard.

a. Examples of a one time incident that constitutes harassment include: intentional intimate physical touching (forced kissing, hand up skirt etc)
b. Examples of behavior that needs pattern to constitute harassment: vulgar language (especially when directed in derogatory manner to complainant); asking for a date etc. In most instances, mere sexual flirtation, innuendo or vulgar language which is trivial would not constitute "sufficiently severe".
c. Other factors to consider which causes severity include whether the alleged harasser was the supervisor or co-worker (supervisor is more severe); whether others joined in harassment; whether harassment is directed at more than one person.

C) Preferential treatment: if a manager gives preferential treatment to employee because he/she submits to sexual advances, other employees may claim sexual discrimination - this is being debated in the courts of whether it violates title VII (both sides have won).

IV. What can an organization do to protect staff and students?

A) Prevention:

1. Rewrite and communicate to all staff harassment policy; this should be done both by handbook and postings.
2. Give supervisors and instructors orientation or seminar on sexual harassment.
3. Assure directors are excellent role models creating atmosphere where honesty is encouraged and harassment not tolerated.
4. Encourage all in supervisory roles to be observant and to promptly follow up on any rumors or observed behavior.

B) Investigate:

1. Use one or two people (it is advisable to have a woman if possible) in the organization to investigate all cases for consistency.

2. Promptly and thoroughly investigate.
    a. Conduct private interviews with complainant, alleged harasser, witnesses (if any).
    b. When witnesses and evidence are hard to find, determine who is most credible and most consistent; try to find if there were people who talked to the complainant or observed distraught behavior soon following the harassment;
    c. Document investigation and conclusions.
    d. Preserve confidentiality as much as possible.

C) Effective remedial action:
    1. Be prompt.
    2. Discipline must be appropriate; i.e. termination if harassment is severe; or warnings that future offenses will be cause for termination; probation, counseling.
    3. Consider discipline (reprimand) for witnesses who did nothing to stop harassment (and discipline for complainant if accusation is found to be false).
    4. Make victim "whole" by restoring lost benefits, etc.
    5. Follow-up: continue inquiries to assure harassment doesn't resume and that there is no retaliation.

Leadership for the 21st Century: What Can...

Rich Harris

What will leadership look like as we move from an industrial age in the next millennium? This workshop will involve participants in experience-based activities to define what we as experiential educators see leadership being at the turn of the century. We will then look at the literature to see what "the experts" are telling us effective leadership will look like in the year 2000. The workshop will be completed by developing a plan for how the experienced-based practitioner can use this information to make their trainings more effective.

Day: **Thursday**
Time: **3:30**

Expanded Description

As we move from an industrial based society to an information based one there is much talk about the new leadership of the twenty-first century. this workshop will attempt to answer the questions, what will this "new" type of leadership look like and what can experienced-based training offer organizations in developing this leadership?

The workshop will begin by asking the participants to develop a composite profile of what leadership characteristics they believe will be most effective in the twenty-first century. This will be accomplished by each participant completing a leadership trait form of leadership characteristics they believe are most crucial to be an effective leader. Participants will then be divided into small groups of 8–10 people. All the leadership characteristics listed by individual group members will be recorded on flip charts. Each group member will then be given 10 points to assign to the leadership characteristics on the expanded list that they feel are most important. The total points are tallied for each leadership characteristic. Through this multivoting technique, the group will see what leadership traits their group selected as most important. Each small group will then report their findings to the larger group. An interactive discussion will follow. The focus of larger discussion will be why the group believes the leadership profile developed will be effective in the twenty-first century.

The presenter will then share his review of what current literature tells us will be the most effective characteristics of leadership in an information age. Authors and topics covered will included:

- The Importance of Vision and Principles in Leadership - Stephen Covey
- The Different Contributions and Styles Women and Men Bring to Leadership - Carol Gilligan
- Embracing Change: A Critical Trait of the Learning Organization - Peter Senge
- Service: An Important Component of Leadership - R. K. Greenleaf
- Empowerment: How to Get Extraordinary Things Done with Ordinary People - James Kouzes and Barry Posner
- Diversity Adds Value to Leadership – Jeff Bostow

A complete list of suggested readings by these authors is included at the end of this description.

The workshop will conclude with the presenter and the participants developing and sharing specific strategies that experienced-based facilitators can offer organizations interested in developing leadership styles and organizational structures that will be effective in the next millennium.

Suggested Readings

Covey, Stephen, *Principle-Centered Leadership*, New York: Simon and Schuster, 1990.

Gilligan, Carol, *In a Different Voice: Psychological Theory and Women's Development*, Cambridge:Havard University Press, 1982.

Greenleaf, R. K., *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, New York: Paulist Press, 1977.

Kouzes, J. and Posner, B., *The Leadership Challenge: How to Get Extraordinary Things Done In Organizations*, San Francisco: Josey-Bass, 1987.

Rost, Joseph, *Leadership for the Twenty-First Century*, Westport: Praeger, 1991.

Senge, Peter, *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York: Doubleday, 1990.

Ericksonian Approach to Experiential Education, Part 2: Tailoring Interventions.

Christian Itin, MSW

Building on the material presented in Part 1, this workshop will present a meta-model for understanding how to fully utilize the therapeutic relationship and tailor experience for the client. An assessment model developed by Zeig will also be presented that provides practitioners with specific tailoring information. The Participants will be presented with the opportunity to work on integrating this model with experiential practice. This workshop will be highly experiential and afford participants to gain useful skills.

Day: **Thursday**
Time: **3:30**

Expanded Description

Increasing the transference of experiential activities has become a critical issue in the field (Durgin and McEwan, 1991; Ewart, 1990). the use of metaphor has become one important way for practitioners to accomplish this transference (bacon, 1983 and 1987; Gass, 1985 and 1991). It has become increasingly clear that to ensure the maximum transfer of learning the metaphors must be specific for individual clients or client groups (Gass, 1991). This ability to specify particular introductions for particular client needs is of critical importance to the field.

Milton Erickson the eminent psychiatrist who revoluntionized psychotherapy with his use of therapeutic metaphor, stories, paradoxical introductions, hypnosis and many other techniques, was a master at tailoring interventions for a particular client. (Haley, 1973) Erickson was able to utilize the minimal cues that clients shared to understand their world view and now they did their problems. (Geary, 1994) Using this information he was able to provide the client with a unique intervention, specifically suited to their individual needs.

Zeig (1992a, 1992b) has created a Diamond Model (fig. 1) of Ericksonian psychotherapy to help explain the meta process. The diamond Model portrays the process of the therapeutic relationship as an exchange of gifts between the client and the practitioner. The client is presenting a problem as gift to the practitioner and the role of the practitioner is to understand this gift and present a unique solution for it. This solution is the practitioner's gift to the client (Itin, 1993).

Tailoring is really about how practitioners make gifts unique to clients. It is about making the activity, framing, and goal isomorphic to this client. Metaphorically it can be seen as the difference between choosing a present for a person based on the fact that you believe it is something they need (e.g., it is a color you like, you think they should have it) or choosing a present that you know they need (i.e., is a color that they like, is something that they think they should have). This does not mean that practitioners only choose interventions that clients will like, but elements based on clients' values, beliefs, or positions to tailor the gift for the client. For example, it may be using some of the language of the client or material that has been gathered about him being abandoned by his parents when he was young. By weaving such language and information into the introduction the client becomes more absorbed in the activity and the activity is more specific for him.

The type of tailoring will be directly dependent on the relationship between the client and practitioner. It will also be dependent on the quantity and quality of information the practitioner has gotten from (understood from) the client. The challenge of tailoring is making the gift unique for this client, making it something that will fit for them.

Gass (1991) built upon Bacon's (1983, 1987) earlier work regarding making metaphoric introductions to adventure activities more isomorphic. That is making the activities resemble more closely the experience of clients. He introduced a model (fig. 2) to help the practitioner accomplish this process. In his model the success of the isomorphic framing of adventure experiences revolves around the basic metaphoric nature

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of the adventure experience (that is the nature of the exercise itself)(step 2), the isomorphic framing of the activity (step 4) and the client motivation (step 5).

Figure 2 - Gass's Seven Step Model

1. State and rank goals.
2. Select metaphoric adventure experience
3. Identify successful resolution to the therapeutic issue
4. Strengthen isomorphic framework
5. Review client motivation
6. Conduct experience with revisions
7. Debrief

Tailoring includes those aspects in Gass' model in steps 2, 4, and 5; but also provides some idea of how one might begin to determine these aspects. Through the process of developing the practitioner's stance and being able to utilize the minimal cues clients share. Participants will begin to be able to assess the experiential language of their clients. This experiential language indicates what clients attend to how they attend to information, and finally how they process information processes this information (Zeig, 1994 and Geary, 1994). This experiential language also indicates what motivates a client, and how to better motivate them.

The process of tailoring begins with two essential questions: "How do I individualize the intervention to the client? What are the values, beliefs, position of the client?" (Zeig, 1992b) The more skilled a practitioner has been in assessing values, beliefs, and position of heir client, the more accurate the tailoring will be. This accurate assessment is based on the practitioner knowing and being solid in their stance and being able to pick up on the minimal cues.

A helpful tool in this assessment process is a model developed by Zeig (1994) to determine the intra and interpsychic structures of the person's experiential language. This model focuses what clients attend to how they attend to information, and finally how they process information processes this information.

Using this assessment model gives one some ideas of how to begin to tailor interventions for this specific client. It provides road signs or indications for what actions to take. Because it relies on the experiential language of the person using this information can act as motivators (people respond to the language they use and way they process information). It is this motivation of the client that Gass (1991) indicated as an important part of making metaphoric introductions isomorphic for clients.

The concept of tailoring moves the field forward in matching specific interventions to specific client needs. it therefor furthers the goal of helping transfer their learning. This makes tailoring an extremely critical resource for the field of experiential education. The field of Ericksonian psychotherapy offers a learning not only need to understand metaphor, but must also understand the roots of the metaphoric process that come from Erickson. this understanding will only improve the practice of experiential education.

Participants in this workshop will utilize the skills developed in "An Ericksonian Approach to Experiential Education, Part I: Developing the Stance of the Practitioner" to tailor interventions to specific clients. They will become versed in the Zeig's model of assessment and apply this model to tailored introductions. This workshop will accomplish these goals through structured experiential activities, didactic presentation, and group discussion. Participants completing both workshops with have a basic proficiency in understanding the gifts that clients share with them and now to provide clients with appropriate gifts in return.

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HIV/AIDS & Experiential Education–How Can We Help the Challenge of This Century.

Helen Lang, B.S. and Mitch Waynand, B.S.

I see the workshop as a mixture: 1/3 presentation by the kids, 1/3 presentation of data we have collected (i.e. What issues did we tag as important and how have we tried to address them; where is the quicksand and beartraps, the politically or emotionally 'hot' issues, and how did we choose to deal with them; and what is and where did we get the technical/medical data) and the last 1/3 an open discussion with the workshop participants exploring what other are doing or might be able to do.

Day: **Thursday**
Time: **3:30**

Expanded Description

About 1 million Americans, 1 out of 250 people, are now infected with human immunodeficiency virus (HIV), the virus which causes AIDS. Most of these people are unaware that they are infected, since it takes an average of ten years before a person with HIV develops AIDS (Novello). The Center for Disease Control (CDC) estimates that there are 130,000 infected individuals between the ages of thirteen and twenty-one. A study by the National College Health Association believes that among college students alone, 35,000 people maybe infected. According to Dr. James Chin of the World Health Organization it is estimated that within six years, 40 million people worldwide will carry the virus, 10 million will be ill and 10 million children will be orphaned as a result of this disease. (Kittredge)

If experiential education is to be "A Critical Resource for the 21st Century" then we must join the efforts to educate and stop the spread of HIV/AIDS. This workshop will serve as a catalyst for dialog on how to use experiential education to teach the medial, social and emotional issues related to HIV/AIDS. These issues are incredibly complex and ever changing. Our goal was to begin exploring how experiential activities, associated with Ropes/Challenge Courses, could be used to address the challenges of H in the hopes that this would lead to an increased awareness of what constitutes risky behavior, compassion for those infected by the virus and adoption of responsible behaviors.

REVIEW OF CURRENT HIV/AIDS EDUCATION

Educational programs for HIV/AIDS are varied. There is a plethora of written material, from handouts and pamphlets to bound books. Media presentations include public service announcements (PSA) on both television and radio, videos, programs presented by private religious organizations, non-profit health and youth services organizations, and grass root one-to-one contact.

Most of the current education focuses on defining H, the manner in which HIV is transmitted, the risk and consequences of risky behavior, and information on preventative measures. Certain factors which influence the educational programs include acknowledging illegal activities such as homosexual relationships and drug use. There also exist some conflict regarding the responsibility of societal groups (CDC, schools) to educate and protect the communities health without infringing on the right of the parents to determine their child's education on moral issues such a sexuality in relationships and responsible behavior. The recent trend in H education is to increase focus on facilitating responsible decision making, with particular attention on behavioral patterns related to addictions.

"Stopping Aids requires changing private behavior that is driven by deep biological urges - behavior that has enormous personal and social consequences." (Times) A report by the National Academy of Sciences and the Institute of Medicine states "The literature on behavioral risk modification generally concedes the extraordinary difficulty of modifying behavior, even when there is a clear demonstration of risk." Examples of this can be seen in the efforts to modify personal behaviors in alcohol consumption, smoking and sexual behaviors which result in pregnancy. Despite the difficulty and given the limitations of medical treatment, education has been, and continues to be, the primary method for public health control.

Amazingly, volunteer efforts undertaken by community organizations in the mid-1980's resulted in dramatic decreases in sexually risky behavior as evidenced in New York City by a 59% decline in reported incidence of sexually transmitted diseases (Bayer). It is unclear what factors were instrumental in this change. Ronald Bayer presents the rather frightening thought that "To the extent that educational efforts in the face of Aids have been strikingly more effective than other health promotion campaigns it is very possible that the immediacy of disease and death has made the difference. If this is so, it may be that education will be most effective in those communities where the silent epidemic of HIV infection has already taken hold, producing an ever-rising toll of illness and death... In short, education may be most effective when it is almost too late to protect the communal good." (Bayer)

METHOD

In order to clarify our focus we explored the following parameters:

Target population considerations:
Age, percentage of at-risk behaviors, social/economic status, current level of awareness of HIV/AIDS issues, ethical/religious convictions, availability of participants.

Issues to be addressed:
Education on the current available medical data, decision making behaviors, identification of unsafe sexual behaviors, influencing factors (i.e. alcohol and drug use), alternative behaviors, emotional issues, social issues.

Format:
Location (i.e. inside space vs., outdoor challenge course), length of workshop, sequencing, adjusting for age appropriateness, adjusting for information restrictions at the request of workshop sponsor.

Other:
Emotional repercussions should a group member disclose that they are HIV infected; societal or parental concerns if behaviors other than monogamy and abstinence are discussed; amount of HIV/AIDS training the group leader should have; partnership with existing training programs.

Population

We choose to target youth (age 13-17) because they are a population with high risk behaviors who are easily accessible through the schools and youth groups. We involved the pre-existing group of peer counselors of the Middle Earth, Target on Youth Group, in Austin, TX. This group of teen agers meets weekly to discuss issues pertinent to youth. They make presentations on HIV/AIDS to high school students on a regular basis throughout the year. We met with this group of youth during their regular meeting time and presented the concept of a Challenge Course as a teaching tool for HIV/AIDS. They were enthusiastic about becoming involved in the process. During the meeting they participated in one traditional Challenge Course activity formatted to address HIV/AIDS issues.

Three weeks later a group of six peer leaders attended a one day Challenge Course Program. The members were involved as both participants on a Challenge Course and creators in determining the issues to be addressed, the metaphors used and the issues processed.

Issues

The following issues were identified as pertinent to HIV/AIDS education and appropriate for presentation in a Challenge Course format.

1. Social Pressure/Boundaries - This was the issue the young people felt was most critical. Issues of peer pressure, integrity in relationships, and self-esteem were most often identified as critical in making wise decisions regarding sexual behavior. In addressing this issues we began to explore the development of an activity with components of orienteering, board games and role play. In addition, metaphors and processing questions were adjusted for the Wild Woozy, and Swinging Log.

2. Current Medical Data- This information is constantly changing. In-depth training was difficult to access in Austin,TX particularly for individuals not affiliated with a health or human service agency. The game All My Friends was altered to challenge myths and misconceptions and the course element called The Maze was designed to encourage forethought and empathy of Aids victims.

3. Identifying At-Risk Behaviors - Emerging data on educational issues identify drug and alcohol use as key issues in at-risk behaviors. The Acid River was used to explore use of judgment, impulsivity and decision making skills.

4. Exploring Safe Behavior - The newly created game Crossroads (referred to above) was developed to address consequences of choice including monogamy, abstinence, protected sex and caution in exposure to body fluids. The TP shuffle was used to teach the steps in correctly using a condom.

Format
Through the summer the group fine-tuned these activities, adjusting for the time and space demands of each particular group. Indoor activities in a "new games" format seemed most effective given the space, the short amount of time allocated (1-2 hours), and the non-cohesiveness of most groups. A number of the activities required a Challenge Course and further "course time" will be needed to determine the effectiveness of this programming.

Expected Outcomes
We expected to find that the Challenge Course was a viable educational modality for HIV/AIDS training. In the initial interactions, 1-2 hour groups, it appeared to be effective in transferring some factual data, dispelling misconceptions. It was less effective in uncovering risky behavior patterns and presenting alternative options. It is believed that with additional time on a challenge course, or with more cohesive groups, there will be an increased awareness by individuals of what factors affect wise decision making and what alternatives they may have.

Unexpected Outcomes
One member of the group had recently lost a friend to Aids and was significantly affected by one of the activities. The impact of this type of intervention on someone who is HIV positive is still unknown. Current literature reports substantial concern by some parents and religious leaders regarding discussion of "safe sex" with adolescents. We have not yet been approached with any of these concerns as a result of our programs.

Future Consideration
Continued use of this type of programming in a variety of environments and use of an evaluation tool are both future agendas. There will also be continued involvement in the creation of the program by the Middle Earth peer counselors. Further clarification into the HIV/AIDS training requirements of the program facilitator must also be a consideration.

Workshop Agenda

It is our hope that workshop participants will begin to consider experiential education as a tool in their work with HIV/AIDS issues. To this end we would like to create a space for the participants to begin their own creative process. We will start with a short presentation outlining current information regarding HIV/AIDS, a review of the types of education programs currently being used, the primary issues being addressed and what we have developed to date. Some of the members of the Middle Earth Target on Youth group will be there to present their experiences with experientially educating other young people.

We will then lead a discussion exploring what other may already be doing, what new initiative and metaphor the group may create, what concerns and issues we may have overlooked. We also would hope that individuals in the workshop will consider how these issues relate to them personally.

CONCLUSION

Sufficient and correct information does not always assure that persons will make wise and responsible choices. Nonetheless, this education is a necessary component and HIV/AIDS educators should consider this a part of their programming. The next, and more difficult step, is to increase each person's awareness of the decisions they are making which place them at risk and the motivation to change. The greatest change is occurring in areas where the greatest number of people are experiencing the ravages of Aids. Perhaps, through non-traditional experiential programs, we can create a powerful, yet not so deadly, experience. The ultimate goal is to motivate each individual to act solely on the basis of a sense of moral responsibility.

Those of us in experiential education seek challenge We engage our whole being in each venture undertaken. This maybe our greatest challenge yet. To facilitate, with all the skills and tools available, the development of a culture of restraint ; stopping the epidemic and allowing new hope for the 21st century.

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An Activity/Dialogue Approach to Teaching Visual Literacy Through the Arts to Classes of 100+ Students.

Jane Maitland-Gholson, EdD
Karen Keifer-Boyd, PhD

Based on a course developed and taught at The University of Oregon, the following will be provided: (a) The theoretical model that undergirds both the form and content of the course; (b) A practical logistical model; (c) Sample activities in which participants will be engaged; (d) A video portrayal of the class in action.

Day: **Thursday**
Time: **3:30**

Expanded Description

An Activity/Dialogue Approach to Teaching Visual Literacy
Through the Arts to Classes of 100+ Students
Jane Maitland-Gholson & Karen Keifer-Boyd

This presentation is based on a course entitled, Arts & Visual Literacy, developed and taught for three years by the presenters as part of the Arts & Administration Program at The University of Oregon. The course was designed for students of the general university population who have an interest, but little formal training in the visual arts or in theories regarding the reading and interpreting of visual information. It is the goal of the course to give students an opportunity to explore individual and shared processes and products that result from kinesthetic, affective and cognitive ways of encountering and interpreting the visual world within its socio-cultural context. Students consider ways of knowing/thinking that influence definitions, purposes, and meanings of "art" and "literacy." They explore, through carefully designed activities, the relationship among "text" (which can be visual, auditory, kinesthetic, a designed space, etc. -- not just words) viewers/participants and makers of that text in a socio-cultural context. They are introduced to selected theories for "reading" visual information, and they learn to choose appropriate strategies for encountering a variety of visual phenomena based, again, on socio-cultural context. Finally, they learn to identify the dynamics between theory and practice as it occurs in the course.

It is within this context that the four components of this workshop are offered: (1) A theoretical model; (2) A practical/logistical model; (3) Sample activities in which participants engage; (4) Instructor and student video portrayals of the class in action. Please note that the content of the workshop will not be presented in such a linear, non-visual fashion.

Component 1: The Theoretical Model. A five part "planning" model for a class such as this one will be presented. Part 1 identifies the rationale for our approach which involves a series of straight-forward belief statements such as: *Intrinsically motivated learning is preferable; Understanding that emerges from experience is more connected and meaningful to learners; engagement in activity (as opposed to passive observation) requires a participant to commit to their idea - this invites dialogue.* Part 2 enumerates the objectives and content used in our approach. Our objective is for students to explore their own assumptions, values and definitions of "art" including virtually all visual phenomena. They may recognize why they interpret as they do; they may begin to shift their viewpoints. Content includes a variety of themes such as: mindsets, changing definitions of art, traditions of aesthetics, the influence of context and process on interpretations, power through image, film, video and print media. Part 3 identifies processes materials and logistics. The focal process being advocated by the presenters is: Begin with a focused, hands-on activity that then leads to guided dialogue, and finally, individual reflection. This will be modeled in the workshop. In addition, suggestions are offered for organizing and managing hands-on materials as well as people into small group activity in classes of over 100. Part 4 provides a profile of audience. Although the course which serves as the basis for this presentation had a specified audience in mind, the presenters will provide examples of their use of the model in teacher training, children's workshops and community gatherings. Part 5 identifies the "products" or possible outcomes of the approach. Included are detailed examples of assessment strategies, including process-folio, journaling, small group meetings, student created art work as evaluative statement, and video, both student and instructor made.

Component 2: Practical/Logistical Model. Logistical and practical information will be presented, such as: numbers of students accommodated; student/faculty and/or teaching assistant ratios; faculty time; room scheduling; materials maintenance; practical suggestions for forming and keeping small activity on-task; communication networks, including organizing written materials packets.

Component 3: Participant Engagement in Sample Activities. We believe that anything that can be said or read can be communicated by action. Moreover, action requires commitment which, in turn, motivates dialogue. Therefore, from beginning to end, participants in this workshop will be asked to engage within small groups in a series of activities that exemplify both the content for students regarding visual literacy, and the content presented in the workshop. Participants will be asked to sort, to make, to interpret, and to evaluate via creations of visual communication.

Component 4: Video Portrayal of the Class in Action. Video, functioning as an assessment tool, will be demonstrated in the workshop and presented in the form of videos made by students and instructors. The sample videos were created to communicate the meaning of the class to the video maker. Some short instruction will be given in how to facilitate this approach.

This presentation is meant to function on several levels. First, a participant looking for ways to teach visual literacy or art in a non-threatening, discovery mode, will find the sample activities and practical suggestions useful. On a second level, anyone interested in teaching any subject matter to large groups using an experiential model, will find the presenters' insights useful.

Finally, this presentation begins to address the more general need for real models of activity-based learning at the college level. We believe that the pervasive attitude of college students regarding the meaninglessness of their education is due, at least in part, to the disenfranchisment caused by the dominant model of extrinsically motivated learning. This model must be challenged. There is no more Critical Resource for the Twenty-first Century than that of the revitalization of intrinsic love of learning fostered through real engagement of minds. This needs to happen throughout the educational system. For if the old adage regarding modeling behaviors is true -- "we teach the way we were taught" -- then where are these creative, engaging teachers respectful of difference going to come from? Not from the majority of our current college classrooms.

Participants in this workshop will go away with some small piece of this goal in hand, both in the materials, strategies, and activities they will have experienced, but also in the joy that comes from being reminded, yet again, that they learn best through engagement. They will also be asked to visually evaluate the workshop. This will serve as a means of evaluation for the presenters, and as an engaging evaluative strategy they may not have previously encountered.

Adventure as a Theraputic Resource for People with Developmental Disabilities in the United Kingdom.

Paul Massey BScEcon, RGN, ENM, and Steven Rose MSc, RNMH, RMN.

This workshop is intended to share our experience of how therapeutic adventure is being used with a minority group in a culture unfamiliar to most conference participants. It relates to the conference theme as our approach contrasts with many existing resources which are being shown to be inappropriate or misdirected. Our goal is to promote a wider understanding of the topic in participants using formal presentation, discussion, and structured games in order to develop insight into how minority groups are marginalized, and how engaging in adventurous outdoor activity can enhance community participation.

Day: Thursday
Time: 3:30

Expanded Description

John O'Brien (1990) has described five closely linked service accomplishments for people with developmental disabilities. Those dimensions are valued aspects of Society which are often limited for disabled people, and can be used to assess not only the quality of the individual's life, but clearly identified results which are worth producing. We assert that adventure recreation can significantly enhance each one of those five accomplishments.

The experience of sharing the ordinary places that define community life is community presence. Before people can take part in the social activities of an ordinary community, they have to be physically present in it. Integrated adventure recreation brings people of all abilities together to participate in being part of a growing network of relationships within the wider community. Competence is the skillful ability to perform activities with whatever assistance is required to discover, develop, and express individual interests, and promoting choice helps to define individual identity and to increase control over one's life. It is an essential aspect of adventurous activities in which participants have to accept responsibility for their own actions (Rose, 1990).

Having a place in a network of people with ones' own valued social roles is respect. An marginalized individual has a stereotyped role of low status, which is difficult to break. During adventure activities, status and roles blur, and role reversal has occurred in situations where a staff member is dependent upon a client for the very first time (Rose and Massey, 1993).

Those five accomplishments overlap in a complex way, but all the available evidence suggests that individuals with learning difficulties derive benefits in all those areas from participation in adventurous outdoor activities.

DEVELOPING THE OPTIONS: AN ILLUSTRATIVE PROGRAM

In the United States, integrated adventure recreations becoming commonplace across a range of client groups, and research based skills such as the promotion of self esteem in an outdoor setting are becoming established. In the United Kingdom however, such integrated activities are not so available. Semi-segregated settings may well be a step towards full integration, and are the typical provision currently offered in the UK. Whilst they are certainly preferable to institutional care, they clearly deny the opportunity to form meaningful relationships, and reduce the quality of life.

In response to a perceived need and lack of provision, a new approach is being offered by Developing Options Ltd in the United Kingdom (Massey and Rose, 1992). Members of our company include nurses, psychotherapists, social workers, and teachers, a number of whom have additional advanced skills in adventurous outdoor activities such as caving, fell walking or mountaineering.

One young man is eighteen years old and has a mild to moderate developmental difficulty. He lives in a 'community unit' where he is unhappy. Although he is reasonably fit, he has had only limited opportunity to engage in physical activities. Because of episodes of increasingly violent outbursts and other inappropriate behavior, he seems about to embark on the destructive cycle of challenging behavior. Developing Optionshare invited to initial discussions with both him and his sponsoring authority.

The following program is included as an illustrative example of sequential work with a client over a period of time, and is not presented as a 'standard' program which all clients are offered. It is intended to demonstrate some of the issues in developing extremely flexible, facility- free service packages with clear aims, objectives, and measurable outcomes for a person with developmental disabilities.

-illustrative program-

Therapeutic strategies need to be carefully based upon a full assessment of the individual. Physical and social activities are the distinctive hallmark of the service package, and potent therapeutic interventions in their own right. Other interventions are built into the client's program following assessment and goal setting, and Developing Optionshas a wide network of specialists who contribute as needed.

The programs offered are unique in the way in which the various components are combined to form a composite and dynamic model. All possible interventions which might enable the individual to grow and change are considered. Those therapies are not specific to the person with challenging behavior, and may include for example, social skills training, individual counseling and psychotherapy, behavioral therapy, and the teaching of problem solving and coping skills.

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Career Metaphor in an Adventure Retreat: Effects on Career Self-Efficacy.

Dennis L. Nord, Debbie Connor, Steven Roberts,
V. Scott Solberg, and Marcy Scheck

People are our most critical resource. Our workshop describes an overnight retreat designed to develop that resource by using metaphor with adventure activities to help people locate exciting careers. Learn how to develop career appropriate metaphors for challenge activities. Accountability data collection and analysis will be described for the retreat.

Day: Thursday
Time: 3:30

Expanded Description

Our presentation will consist of three components. a. A description of the retreat. b. An experiential sample of activities we used during the retreat. The audience will be invited to participate. c. A review of the data collected for accountability and evaluation related to the effects of the retreat.

1> Presentation components:

a> A description of the overnight retreat used with college students:

The goal of the retreat is to inspire personal action on higher risk career activities. Therefore an experiential education model was employed with metaphors for the higher career tasks students face. Adventure challenge experiences were cast in metaphors relating to the career activities.

We expected that if we could get students to overcome challenges with high perceived risk, then they would more easily attempt the risks they will face in their own career. The fear of wanting what everyone says is impossible, might be overcome when it is clear the risk is social, not life threatening. It takes courage to attempt the unknown, it takes becoming what Laurence Boldt (1992) calls your own personal hero in your own career story.

b> Sample challenge activities will be demonstrated with the audience:

Two brief experiential activities will be presented for the audience to participate in during the workshop.

c> The data collected from the students consists of (1) The Career Search Efficacy Scale (2) Evaluation Questionnaires and (3) Impact statements from students at the retreat.

2> You will learn:

a. How to develop career appropriate metaphors for adventure activities.
b. How a career retreat can be designed to meet the needs of college students and generalized to adults or younger participants.
c. How to evaluate adventure interventions using quantitative and qualitative methods for greater accountability.

3> We have used the retreat with college students who range in age from 18 to 32. The size of our groups have averaged about 70.

4> The first reading of the qualitative data for the first retreat is highly positive and complimentary. The quantitative data is now being collected and entered for analysis. Two of the presenters are also the designers and researchers involved in the development of the *Career Search Efficacy Scale* (Solberg, Good & Nord, 1991, 1993 &1994). We see this as an appropriate first application for the finished product. It has taken the past 6 years to bring the instrument to the current completed form. Accountability is an issue for education in general and experiential education specifically. This project was designed to have impact on the participants and be accountable with data appropriate for the goals. Preliminary analysis indicates significant effects with regard to Personal Exploration Efficacy.

5> Case Example:

Jillian (not a real name) heard about the retreat as a part of her career class. She was told about the camp and that it would last overnight, 2 days in all. She wasn't very keen on the idea of being in woods with strangers overnight. Her idea of roughing it is a Holiday Inn with no pool! Where the instructor said "experiential, interactive, and opportunity to learn from peers", she heard "boring, inconvenient and threatening." While she thought about dropping the course, she didn't. Maybe the retreat won't be so bad."

The day of the retreat she got up and packed her camping gear. She hesitated, "What am I doing? Why should I go out there and waste a whole weekend? He probably won't say anything anyway. I'm going to be missing my friend's party..." She got in the driver's seat and closed the door. Over the San Marcos Pass she noted how beautiful the valley is and how nice the day. It was early! Here she was driving a mountain road at 8:15 Saturday morning to go to class!

Here is what she said later in the day, "I am so glad I came this weekend! I can't believe how much I've learned and how many good people I have met already. I feel like I am making progress in understanding the career process and what I am doing at college for the first time. I didn't know I would be willing to take the risks I've tried today! I'm starting to feel I can try anything. The failure would be in not attempting what I want!"

6> Research:

Over the past decade much progress in self-efficacy theory has been made in relation to career development. The relevant areas related to the adventure retreat is the relationship between self-efficacy expectations and career choice and decision making (Betz & Hackett, 1981, 1983; Hackett & Betz, 1981; Lent, Brown & Larkin 1986) and the interventions for changing self-efficacy expectations (Taylor & Betz, 1983; Taylor & Pompa, 1990).

Our working definition of "career search efficacy refers to individuals' efficacy expectations regarding their ability to perform important activities associated with career selection and search" (Solberg, Good & Nord, 1993). The development of the *Career Search Efficacy Scale* (CSES)(Solberg, Good & Nord, 1991, 1993 &1994) has resulted in a measure to assess individuals' efficacy expectations related to the career search process. Specifically there are four factors: 1. Job Search Efficacy, 2. Interviewing Efficacy 3. Networking Efficacy and 4. Personal Exploration Efficacy.

The intervention of the adventure retreat focused on career self-efficacy issues using metaphors for the adventure activities. In addition, lecture material specifically on the self-efficacy issues was designed to inspire action on higher risk personal career activities. At the same time it is expected that career self-efficacy will be enhanced as measured on all four factors of the CSES.

7> Accountability is a major issue in market place for experiential education programs. This workshop will demonstrate how data can be collected and analyzed for purposes of accountability program and enhancement. We will present data from three sources for our evaluation.

Career development is a newer area of intervention using adventure techniques. The metaphors developed for the college population could be used to advantage with adult and high school populations as well.

Outcome Measures:

Our primary purpose was to have high impact on the career consciousness of students who took part in the retreats. As a result we expected to have inspired them to take greater risks in their career planning activities. We developed an accountability package that would tell us, administrators and students, the effects of the program we are offering. There are three parts to the package: 1. a quantitative measure of career search efficacy, 2. self report evaluations regarding the retreats 3. qualitative analysis of personal impact statements on the retreat experience.

1. We used the Career Search Efficacy Scale to provide quantitative data on the retreat. This is an instrument developed to assess the confidence individuals have in finding careers that fit their special needs. The four factors measure self-efficacy in job exploration, interviewing, networking and personal exploration. We hypothesize the data will show the retreat has increased the self-efficacy of the student participants in all four factors.

Design:

The design of the research model for the Career Search Efficacy Scale follows:

Winter Retreat Grp		Post Test
Spring Retreat Grp	Pre-test for a randomly selected half the class	Post Test
Comparison Group	One time testing only	

A comparison will be made using the post test data for both Spring and Winter Groups with the randomly selected half of the Spring Group tested prior to the retreat. A second comparison will be made with a comparison group made up of students from another counseling class that does not have a career focus. This will allow us to control for the effects of the pre-group testing which sometimes occurs when individuals are tested twice with the same instrument. There will also be a comparison with a similar group outside those involved in the treatment (retreat)

2. Self-report evaluations regarding the retreats are being analyzed from both quarter's students. Preliminary data demonstrate very positive evaluations for the Winter Quarter retreat.

3. Students were asked to provide statements about the impact of the retreat on their career development and personal lives. The qualitative analysis of these data will focus on career themes expressed by the students. The value of qualitative data in evaluation is to increase the depth of understanding on the impact of your program with your participants. We will bring this to focus on the retreat elements.

The data will be fully collected and analyzed by late summer and the analysis ready by time of the conference.

8> Perhaps the most critical resource of all are people. A significant concern about that resource is to have people employed at their most productive level. The more effectively and efficiently people find careers fitting their personal attributes the more resource available. People in work they like are more highly motivated. They are using their creativity and skills in highly productive ways. Enhancing career self-efficacy is a contribution to this critical resource. We hope to interest other experiential educators to consider incorporating career development as a part of their programs.

9> We expect we will accomplish the following during the workshop:

a. Describe our adventure retreat with the use of slides and handouts.
b. Demonstrate one or two exercises and the career metaphors in audience participation.
c. Describe our research data from the CSES, the evaluation questionnaires and the self-report impact statements.

d. We will discuss the process of modifying the intervention and evaluation process as an organic method of improvement.

10> The goal for the workshop is to share our experience and motivate others to consider career development as an area of critical resource where they might contribute. We expect to receive suggestions and knowledge of the audience about directions our work might next turn.

11> The facilitator will use experiential methods to engage the audience as well as slides and lecture material (including handouts).

12> A primary interest for the workshop will be engaging the audience in discussing the retreat to gain their suggestions and ideas about how this could be done more effectively and to see what could be done within our time and monetary constraints. If there is lively discussion that would demonstrate that we have been engaged and learning from each other. Obviously the Likert-scale questions will help evaluate the outcome of the workshop.

13> Participants will learn strategies for setting up a research design to evaluate their interventions. We will talk about career program concepts that could be useful as an added component of programs that have broader perspectives. Participants in experiential education programs usually also have concerns about career issues. If workshop participants are interested in working in career development, the Career *Search Efficacy Scale* will be available for them to use (handouts of the instrument and its scales).

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Biographical Sketch of the presenters:

Debbie Connor, Ph.D. candidate, Confluent Education emphasizing organizational leadership. Vice- President of Teamworks.

Dennis L. Nord, Ph.D., counseling psychologist and associate director of Counseling and Career Services at the University of California Santa Barbara.

Steve Roberts, B. A. in Ergonomics has background as a Behavior Analyst and a Therapeutic Recreation Specialist. President of Teamworks.

V. Scott Solberg, Ph.D. is a professor of Counseling Psychology at Loyola University Chicago.

BEST COPY AVAILABLE

An Open Space Dialogue: "Our Relationship to Money."

Steve Proudman, M.S.

This workshop is open to all. We will learn to create an open space dialogue using the topic of "money". I will facilitate the process to encourage a deeper philosophical exploration of our relationship to money. Is it a tool? Is it a barrier? Is it an evil? Is it a goal? Does it's abundance or scarcity on our lives filter how we see others? How does it effect our personal lives? How does it effect the AEE as a whole? As a former treasurer of the Association I believe this gathering will be enlightening and interesting to our maturity as an Association of professionals.

Day: **Thursday**
Time: **3:30**

Expanded Description

The topic is our relationship to money. This topic will serve as the vehicle to learn a communication process for working with a large group. I present this experience for two reasons. First, as a former treasurer for the AEE, I was at the heart of the organization's finances. I had frequent conversations with members around the issue of money, usually from a perspective of scarcity. "We don't have enough money to support all of the wonderful ideas of our membership", were words that echoed in our Board meetings during my tenure. At that time in my career, I was working as a Director of a non-profit subsidiary besieged with financial woes that never seemed to crest. The same negative orientation to money existed within that culture. I was too immersed within the sea of survival to see any different perspectives on the "money" issue.

My second reason is that I now run a for-profit business that has been a tremendous entrepreneurial experience, as well as, work at a world class business school known for it's emphasis on corporate finance. At the University of Chicago Graduate School of Business I coach an perennial training process of a group of 48 second year MBA "facilitators". I serve as a process consultant, working with groups of people in business settings attempting to improve their personal and organizational effectiveness. The philosophy around "money" is one of seeing it as a tool in abundance. How the tool is used is another story altogether.

One of the tools I use to facilitate the learning process that we will be experiencing in this workshop is a combination of Open Space Technology (as described by Harrison Owen in "***Open Space Technology: A User's Guide***") and Dialogue (as described by David Bohm in "***On Dialogue***"). These are simple tools which take much practice to master from a facilitation standpoint. I consider myself a novice with enthusiasm, who is willing to take the risk at an AEE conference to improve my skills while exposing participants to some new methods of working with people.

Open Space technology was first developed in 1984 by Harrison Owen. He came to the idea out of his work in Balamah, Liberia in West Africa, the European concept of the "village square", and a "good coffee break" in a conference setting. Traditional African villages are laid out with a common space in the middle of the community. It is within this space that most of the rituals, celebration, meetings, socializing and commerce are carried out. The European "village square" was intended to provide a similar utility. The "commons" came to the new world. Indigenous inhabitants of our American continent had this common space as an integral part of their lives. The "good coffee break" was where Harrison often observed more being accomplished between people than in the workshops from which they were so happy to be released.

His insight was to realize that this same useful "Open Space" could be created to facilitate higher levels of innovation, ownership and synergy between people assembled for a common purpose. In our case, I chose the timely topic of "our relationship to money".

Suppose we were able to share meanings freely without a
compulsive urge to impose our view or to conform to
those of others and without distrotion and self-deception.
Would his not constitute a real revolution in culture?"

D. Bohm, *Changing Consciousness, 1992*

David Bohm comes from the world of theoretical physics. He is currently Emeritus Professor of Theoretical Physics at the University of London. His lifetime has been in pursuing an understanding of quantum physics. That is the level of reality which is close to the nature of the universe. Heavy mental work for an experiential education like myself. His most recent intellectual pursuits are into the nature of thought and consciousness and how they effect both the individual and society.

Dr. Bohm has investigated how people communicate. His notion of 'shared meaning' is the basis of how our cultures function, most of which is at an incoherent or unconscious level of understanding. His experiments with dialogue are attempted as a way to coherent meaning. His theories assert that there is a possibility for a transformation of the nature of consciousness, both individually and collectively, and that the process of dialogue can facilitate this transformation. He believes strongly that the survival of the human animal depends on this evolutionary progression.

In this workshop we will combine both of these tools to explore our relationship with money. How does it effect our professional and personal lives? What are the judgments we bear and assumptions we hold? The Association for Experiential Education has a number of initiatives which require expansion and growth for success. Is this good or bad or is it just what it is? The Russia Project, Regional growth and maturity, networking across professional boundaries, tapping into the Information Spider Web - the Internet, Accreditation.

Each of us comes from organizations that are potentially expanding. Our profession is growing and evolving, getting more complex. Each one of us is growing and evolving. For us personally, this workshop will offer an opportunity to delve into our experiences with money as we have grown in our professional roles. What value do we place on our selves? On others who choose to live differently? What "money" issues have we personally confronted in our careers? Where do we stand now? Have we changed?

The "Open Space" nature of this workshop implies that the agenda will be set by those who come to participate. The structure will self-organize from the interests that people put forth at the beginning of the workshop. The workshop is a model of a process tool for large group exploration of an issue. The issue has been identified for the purpose of facilitating the experience of in an open space format and with dialogue. We will create a spirit of inquiry that will inform and enlighten ourselves to our dreams, hopes, fears, and wishes. This entire workshop is experiential in nature. We will all be participants and observers in several hours of bodymind fun.

Intuition and Decision-Making: Accessing and Developing Your Intuitive Abilities for Effective Outdoor Leadership.

Ed Raiola, Ph.D.

This workshop will introduce participants to the concept of intuition and how it can be used as an effective leadership tool. We will participate in several exercises to illustrate problem solving using intuitive powers. Assess each participants potential intuitive abilities using the AIM Survey (Agor Intuitive Management Survey), and introduce methods for practicing intuitive skill development.

Day: **Thursday**
Time: **3:30**

Expanded Description

Everyone regardless of their personal or professional status has an influence in other people's lives. Leaders function in all walks of life, at every level of society, in every household, every group. The challenges that must be accepted by those who lead are enormous.

I have become very interested in developing and providing additional leadership skills, and information to those who take on the those responsibilities. In 1991 I presented "Intention and Attention: Keys to Transformational Leadership." at the 19th. AEE conference in Lake Junalsuka, NC. In 1992 I presented "Building Relationships: Communication Skills for Transformational Leadership." at the 20th. AEE conference in Alberta, Canada.

I see this as a third in this series focusing on accessing and developing you intuitive abilities for effective outdoor leadership.

WHY IS THERE AN INTEREST?

1. Many leaders and mangers are finding that traditional analytical techniques are not always as useful as they once were for guiding decisions.

2. Leaders and managers have to make major decisions in a climate characterized by rapid change and at times laden with crisis events.

3. Frequently totally new trends are emerging which make linear projection models based on past trends either inaccurate or misleading.

4. Research (Isenberg,1984) has found that successful senior mangers/leaders do not closely follow the classical rational model of first clarifying goals, assessing the situation, formulating options, estimating likelihood of success, making their decision, and only then taking actions to implement the decision. Nor do they select one problem at a time to solve as the rational model implies.
   The rely heavily on a mix of intuition and disciplined analysis in their decision making and incorporate it in their diagnosis of the problem.

5. Recent research (Agor, 1990,1986,1984; Dryfus & Dryfus, 1986) shows that intuitive decision making skills can serve organizations well where leaders and mangers will need to make more and more decisions in a climate characterized by rapid change, astronomical technological advances, crises and major structural dislocations.

6. The subject has received attention in recent years in several leading professional journals and popular publications such as Organizational Dynamics, The Harvard Business Review, Public Administration Review, Psychology Today, and In Search of Excellence.

7. Well known scientists, scholars, and authors in many fields have published books extolling the important role that intuition played in their most important discoveries.

8. Individuals at all levels from a wide variety of private and public sector organizations feel more comfortable in admitting that they often actually use intuition to help make their most import decisions.

Goals and objectives for the presentation:

- Introduce participants to the concept of Intuition and how it can be used as an effective leadership tool. Assess each participants potential intuitive abilities using the AIM Survey (Agor Intuitive Management Survey).
- Introduce methods for practicing intuitive skill development and try some out.
- Participate in several exercises to illustrate problem solving using Intuitive powers.
- Participate in discussion of the specific role that Intuition can play in effective leadership.

Keeping with the contract: Avoiding Unintentional Psychotherapy During Adventure Experiences.

Martin Ringer, Lee Gillis

The purpose of this interactive presentation is to provide adventure leaders with a framework that can be used collaboratively with groups to establish and deliver contracts that are at the appropriate psychological level. The presenters will share a model of interaction that enables adventure leaders to determine whether they are involved in psychotherapy, education, or recreation. The material presented is intended to be useful to adventure educators who wish to avoid unintentional psychotherapy.

Day: **Thursday**
Time: **3:30**

Expanded Description

Imaging the following fictional scenario: You're playing a game of 'Have you ever...?' the first few minutes of an adventure experience with the goal of teambuilding. The group contains 12 leaders for next year's college orientation program in a one-day workshop learning how to become a working team. They are sitting in a circle of chairs asking questions of each other from a list in Botttomless Bag, Again. (K. Rohnke, 1994, p. 128-132). The activity's task is for anyone who chooses to reveal their answer to get up from their chair and find an empty one. The person asking the question, standing in the middle of the group, tries to get into a vacant seat leaving someone without a seat to ask the next question.

The first few questions go as follows:

Have you ever...
Been stopped for speeding?
Stayed up all night studying?
Gone to a high school reunion after 10 years?
Forgotten a good friend's name when introducing him or her?
Confronted a stranger because of something they were doing?
Turned down a marriage proposal ?
Made love in a waterbed?
Purposefully aimed a loaded gun at someone?

During the first four questions, there is much laughter and movement from the group that has not previously known one another. The confrontation of the 'stranger' question raises eyebrows and one or two group members begin to tell a story of when this happened, but the group leader moves the group along. The 'marriage proposal' question results in one of the group members bowing their head; their eyes appear to contain tears. The 'waterbed' question results in some barely audible sobs from this same member (but few group members notice and the group continues the activity). When the final question is asked, the now obviously sobbing member runs from the group and from the room shouting "I thought I'd dealt with that, here it is all over again."

What's a leader to do? How do you address the issue of the group member who left the group and what do you do within this team building session so that it does not turn into a counseling session? How did this simple activity lead to such an emotional response? Could this scene have been avoided?

Perhaps you have had a similar situation occur and dealt with it appropriately or inappropriately (by your own standards). Perhaps the incident called you to wonder if there were not ways to conceptualize a group member's or whole group's level of psychological involvement so that such incidents might be avoided (knowing that since 'life happens' there will always be particular reactions that are not under your control).

The purpose of this interactive presentation is to provide adventure leaders with a framework that can be used collaboratively with groups to establish and deliver contracts that are at the appropriate psychological level[*].

The presenters will share a model of interaction that enables adventure leaders to determine whether they are involved in psychotherapy, education, or recreation. The material presented is intended to be useful to adventure educators who wish to avoid unintentional psychotherapy. The framework is based on levels of psychological depth that group participants can reach. These levels range from the shallowest which is so superficial as to be almost useless in all contexts, to the deepest which is useful only in the deepest forms of psychotherapy. The framework enables adventure leaders to establish clear contracts with their client group, to avoid unintentionally "deepening" the level and to move back to an appropriate level if the group inadvertently slips into psychotherapy.

When a group member makes a statement at a level that is deeper than the agreed to level, it is vital that the person is acknowledged and then move up to the contracted level. There are two types of problem that can arise. The first is that the leader's empathic response leads the whole group into a therapy experience. The second is that the leader — perhaps after learning only the rudiments of the model outlined in this paper — "cuts off" the participant for fear of deepening the level in the whole group. There is a need for a fine balance.

In the presentation we will discuss a 3 step process for acknowledging the person or group at their current level and linking them through the 'this group level' to the originally agreed to or contracted level. Case examples will be presented to highlight the differences between levels and offer guidance in moving people to the appropriate level.

This presentation is based on an article that has been provisionally accepted for publication by the *Journal of Experiential Education* for the August, 1994 issue. It is anticipated that the publication of this article will generate sufficient interest in the presentation to ensure an attendance of 30-50 participants.

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[*] See attached figure for a brief overview; PLEASE do not replicate this in any publication as it will appear in the journal article. Handouts at the workshop will explain the model in more depth.

The Business of Experiential Education.

Mike Stabler, M.B.A.

This two-hour session is designed for professional educators and others who have better things to do with their time than bean counting, but who don't want any unwelcome greetings from the IRS. During the workshop, we'll discover what information people need and what information is available. You're sure to come away with ideas on how to run the business side of your life a little better, and perhaps even make more money.

Day: Thursday
Time: 3:30

Expanded Description

If you set off for a solo mountaineering jaunt, you make sure that you have some critical survival resources: equipment, food, a travel plan. If you set off to create your own business, you also need to make sure you have some critical survival resources: clients, a unique product or service to offer, a business plan or concept.

Often, self-employment is day-to-day survival. Struggling to earn enough money to keep your phone from being disconnected can be a major distraction. But eventually, many small business people--many experiential educators--need to have a handle on how their business is doing.

"Am I making any money?" "How can I get clients to pay faster?" "Where can I get credit?" "Does it matter if I incorporate?" "What records do I need to keep?" "Don't I need a computer to manager my business?" How do I comply with IRS requirements?" These are all reasonable questions to ask. Herein are some perspectives that might help you feel more in control of your adventure in small business administration.

"Am I making any money?" The easiest way to keep track of your business is to open a separate checking account. Even if you are fairly casual with your personal bank account, treat this account seriously. Reconcile your bank statement monthly. This will give you a good indication of your profitability. Add in any money due from clients and subtract out any outstanding business bills, and you're close enough to an accurate picture of how you're doing. In addition, your local Small Business Administration office has many resources to help you answer this and other business management questions.

"How can I get clients to pay faster?" The easy answer is to get paid in advance, or on the day that services are rendered. This may not be as hard as it sounds. If you expect to incur some up-front costs, the client could be asked to make an advance payment. Examples of up-front costs are room rental or supply procurement.

In addition, if your fee has already been agreed upon, what stops the client from bringing a check to the program? You do. You need to ask for an advance, or for payment upon services rendered. The client will most likely not think of bringing you a check to the program, unless you most likely ask him/her. Of course, you need to use professional judgment. It could be out of line to ask for this kind of treatment.

If you do have to bill the client, you can either bring the invoice to the program if appropriate, or mail it the next day. Including a self-addressed envelope may expedite payment further. As part of your preparation, you should prepare the bill before the program.

When you arrange the program, ask the client how many times a month bills are paid or how long it will take to issue a check after your client receives the bill. These questions are not at all out of the ordinary for your client to answer. He/she most likely realizes that you're a small business, and you need to be paid as soon as possible. When clients owe you money, mark how much is due on your calendar, and check it off when you get paid.

"Where can I get credit ?" It is not easy for a small business to get credit, especially a business that is primarily service oriented. Asking friends or family to support you efforts by making small loans may be the best resource. Borrowing money on personal credit cards is expensive, but many small businesses have been initially financed in this way. Banks are not likely to make loans to your business, but may lend money based on collateral items that you own (usually a car or house).

"Does it matter if I incorporate?" This oft-asked question is not easy to address. The four major forms of business entity--Sole Proprietorship, Partnership, Corporation, and subchapter S Corporation--all have advantages and disadvantages. I'll just mention a few things that might help.

Most self-employed experiential educators begin as a Sole Proprietorship, and then explore becoming a Corp or S Corp. In this limited space, my best advice is for you to ask other educators about what their business entity is and why. But I can't go without one comment: S Corps are not as advantageous as they once were, so if you are thinking about becoming a Corp or S Corp, you should consult a tax advisor.

"What records do I need to keep?" The easy answer is, all of them. A good way to stay organized is to determine what expense categories the IRS wants reported (see Schedule C), and start a ledger sheet with these categories. Add a few categories of you own, if you want to. Write down expenses as you incur them in each category, and create a method to file receipts. One efficient way is have an envelope for each month that you put receipts in to. If you don't have a receipt, write down the expense anyway. If it is reasonable, the IRS will probably allow it.

This technique of recording expenses as they occur ends the nightmare of dumping out a shoe box of small slips of paper in mid-April and trying to do your taxes.

"Don't I need a computer to manage my business?" Of course not, but a computer can be a big help. You can use it to produce professional invoices and marketing pieces. You can also use it to keep track of all of your business income expenses, though I've often seen a lot of time wasted as people try to understand a software program, designed to accomplish something when a piece of paper and pencil would do quite nicely.

"How do I comply with IRS requirements?" In recent years, the IRS has made small business filing easier by providing a simplified Schedule C. The instructions are fairly straightforward, but you should get advice if you're like the millions of other Americans that are intimidated by this federal agency. If you are audited, it is foolhardy to visit with the IRS without professional help. Get the IRS Publication 334, Tax Guide for Small Business, if you need more information on keeping this from happening. Remember that after your first year in business, you will probably need to file tax payments quarterly.

The Wonderful World Of Corporate Teambuilding: Myth vs Reality.

Scott Stein, M.A.

As attention is drawn to Experiential Education as a critical resource, many outdoor programs are beginning to work with the corporate world without understanding the bridge between Outdoor Experiential Education and the corporate world. This presentation will allow the audience to view our field from the corporate perspective as well as explore theoretical and practical philosophies of corporate teambuilding. There will be many activities and small group interaction so come prepared to experience, not be lectured at!

Day: **Thursday**
Time: **3:30**

Expanded Description

Workshop Objectives:

1. Show how this "Critical Resource" of Experiential Training, is be used to improve corporate America.
2. Provide a corporate view of experiential education and how to overcome negative stereotypes.
3. Explore and connect the Theoretical and Practical Philosophies of corporate teambuilding.
4. Examine how proactive safety and keeping abreast of industry standards are important in corporate as well as experiential programs.
5. Active audience participation in many exercises as well as active discussion.
6. To have fun by "Learning by Doing."

Workshop Outline:

1. Corporate Perception

   A. How are outdoor providers looked upon?
   B. Why Experiential Training and how relate to business?
   C. Quick Fix or Permanent Solution?
   - Length of program directly effects amount of information not only retained, but transferred to workplace.

   D. - Effective teambuilding is an "ongoing process."
   - The outdoor teambuilding pitfall: Follow-up.
   - Reasons why you should follow-up:

2. Reality

   A. What is it really like working with Corporate America?
   - Recognizing & dealing with Corporate political structure HR, Training & Dev, vs. Sales, Acct., etc.
   - Presentation, presentation, presentation!!!
   - Selling an intangible product: improvement back at workplace–"A Critical Resource" to Corporate America

   B. Overcoming the Crunchy/Rambo" image
   - Professional image-very important to Corporate America
   - Background experience
   - In order to relate to the business world, it is important to have past business experience similar to that of the client or research client's past.

3. Theoretical vs Practical Philosophies

   A. Theoretical also known as what the literature says about teambulding.
   - Literature on teams & team building fits into 3 categories

Development - examining how teams develop over
Description - describing the characteristic that make up an "effective team"
Diagnosis - using an instrument to assess the team's effectiveness and use a team building intervention (Experiential Education) to focus on these areas.

- Larson & LaFasto Team Excellence Model
    Clear Elevating Goals
    Results Driven Structure
    Competent Members
    Unified Commitment
    Collaborative Climate
    Standards of Excellence
    External Support & Recognition
    Principled Leadership

B. Outdoor Experiential Literature
- Descriptive Literature
    - Training & Development articles
    - Personnel Journal articles
- Empirical Literature
    - Manipulation of Statistics
        Effective according to percentages
        Difficult finding significance in EBTD
    - Journal of Experiential Education
    - Dissertations-strong empirical data-not always!!
    - Journals/ Simon Priest JEE Winter/Summer 1993

C. Practical Philosophies or what Practitioner's focus on
- Giving the client a "unique" experience
- Influencing participants about outdoor conservation
- Changing participants world view or Paradigm
- Bang for the Buck--Exotic trips/training

4. Bridging the Theoretical and Practical into One

A. Customizing to clients needs
- From needs analysis: Create your own questionnaire
- Personality inventory instruments
    Meyers-Biggs Type Indicator
    Hermann Brain Dominance
    DISC

B. Metaphorical Experiences
- Enhances long term memory = retainment of experience
    Nadler & Luckner--"Reverse Symbolism"
- Using relevant scenarios--related to Corporate America
    Careful of the "acid river", "Slime pit", etc.
- Issues/Pitfalls in Information Transfer McGraw 1992, AEE 20th International Conference, Proceedings Manual
    1. Adequate analysis of future org needs: Mgt, cross functional skills, personal development needs.
    2. Proper "fit" or congruence b/t org. culture & development intervention.
    3. Active participation of Top Mgmt. in intervention
    4. Desire for skills to be improved w/in org. and fully participation in intervention.
    5. Applicability of skills gleaned from intervention, directly related to workplace.
    6. Positive support, feedback, evaluation, & reward back at workplace for implementing intervention info.

5. Debriefing/Processing

   It is important to be knowledgeable in what the client's culture or environment is like at workplace.
   - Avoid misperceptions!!
   - Only one way to accomplish this Observation & Asking Questions before actual intervention so activities are tailored to clients specific needs.
   - Leading Discussion
   - Isomorphic Framing-Simon Priest
     - Fancy term for adapting or using metaphors that mirror the workplace environment.

6. Safety

   - Insurance-huge in eyes of Corporate America-A necessity
     - Medical/Release Waiver forms REQUIRED!!
     - River Outfitter won case against victim's family that drown on river rafting trip. What saved them from lawsuit was the proper use of safety orientation and release/waiver cards.
   - All staff current in 1st Aid & CPR -- Minimum!!
   - Physical & Emotional
   - Industry Concern:

   1) Many smaller outdoor provider not familiar with recognized safety standards. This is beginning to increase the amount of possible injuries which has a negative effect on the entire outdoor provider industry.
   2) ACCT Association for Challenge Course Technology. This is a network of outdoor providers that are creating safety guidelines for the industry. This group is comprised of leading ropes course builders in the country.
   3) Past Accidents:

Note: There are numerous activities that will take place throughout the workshop. These are not listed in this outline to increase the audiences learning and enthusiasm during the workshop.

Environmental and Cultural Impacts - Some...

Jed Williamson

Day: **Thursday**
Time: **3:30**

Expanded Description

Adventure Based Program, Eco-tourism, Adventure Travel, and our own personal expeditions - whether they are run for educational and personal growth or simple economic gain - have one thing in common: They are an invasion upon the environment and culture in which they are conducted. Most programs have become more conscious of the obvious impacts, but what of the more subtle intrusions? We all rely on the same resources, and in that regard, we are no different from the forestry or mining industries - and we are all in competition with each other. We need to have a clear understanding of the resources important to us.

In this workshop we will examine some examples of the kinds of impacts we have made. From a look at Nepal's forests to Mexico's canyons, Alaska's wilderness to New Haven's neighborhoods, we will identify some of the common impacts - good and bad. We will also look at how we can and must work together as a coalition to become better stewards, to protect our access to some of the resources being managed and restricted, and to understand when it is appropriate to stop using a program area.

A comparative chart showing "our" culture and "their" culture in terms of attitude towards environment and adventure will be presented as a structure for the workshop. There will be a slide presentation that shows some typical places visited by adventure programs in North America and abroad. This will be followed by an open discussion of impacts and then putting together some strategies that could be the basis of an action plan for AEE members.

Cultural and Environmental Impacts - Some Considerations

"Our" Culture	**"Their" Culture**
• Save the environment	• Use the Environment
• Activities = Metaphors for: - Recognition - Adventure - Forming a Community	• Activities = To Live! - Harvest - Work - Recognition
• The Quest! - "Expeditions"	• The Quest! - Hunting/Fishing - Seeking Partners - Shopping
• Community Service - Conscious and contrived	• The Quest! - Getting the Work Done
• Adventures: - Initiatives/Ropes Courses - Hiking/Climbing - Canoe/Kayak - Solo - Etc., etc.	• Adventures: - Sports - The Streets - Movies/TV - Drugs - War - Parties

Boundaries

- Political and Geographical
- Cultural and Spiritual

Myths

- Definition - and the need for !!
- From Tibetan Thanks and the Phil Silvers effect to Camp Kooch-i-ching and your mantel shelves

"Our" Myths

- "Our" Particular Religion
- Plus:
  - Dewey, Hahn, etc
  - Dillard, Ehrlich, etc
  - New Age, Mother Earth
  - Harvard Bus. Rev.
  - Outside, etc
- Dress Code:
  - From wool to...

"Their" Myths

- "Their" Particular Religion
- Plus:
  - E.T.
  - Star Wars
  - Bruce Lee, Willis, etc.
  - Road Warrior, etc
  - Read the ads
- Dress Code:
  - Pay attention

A Panel Discussion on Approaches to Ethical Decision Making in Experiential Education.

Scott Wurdinger, Ph.D., Jasper Hunt, Tom Smith,
M. Havens, J. Lynch, and Joel Cryer

This workshop will examine a variety of ethical concerns faced by experiential educators. It will be broken into three sections. First, panel members will introduce themselves and briefly explain their approaches to ethical decision making. Second, there will be a short question-answer period where participants can raise questions about these approaches. The third section, where we will depend the majority of our time, will entail a facilitated discussion on real life dilemmas faced by experiential educators. This workshop will have at least one moderator who will facilitate the discussion and attempt to keep us on schedule.

Day: Thursday
Time: 3:30

Expanded Description

This workshop will explore different ways in which people make ethical decisions. Two general approaches, principle ethics and virtue ethics, will be explained and used as sounding boards throughout the discussion.

Principle ethics' approaches are based on abstract moral ideas that are applied to ethical dilemmas, and determine how one ought to act in a specific situation. It is thought to be an objective approach because the principles are constant and are applied the same way to all dilemmas. A key determining feature of principle ethics, in contra distinction to virtue ethics, is the notion that morality is determined by extracting oneself from the dilemma and looking for guidance from outside the situation encountered, not from within the situation. In this sense, principle ethics is non contextual.

The ethical abstract idea used to determine how one ought to act is called the Summum Bonum. The Summum Bonum, or "highest good" is the single determining abstraction utilized to render a moral judgment to a given context which presents a moral dilemma. The search for the summum bonum has a long and controversial history in the field of philosophy. For a more detailed description of this history as it pertains to experiential education in general, readers can consult Hunt, Ethical Issues in Experiential Education (1990).

However, for the sake of this discussion, we will briefly outline the essential features of the two most famous and widely accepted contenders for the status of the Summum Bonum. They are Immanual Kant's categorical imperative and John S. Mill's utilitarian principle (Hunt, 1990, p. 15,20). Kant's imperative states that one should "act only on that maxim through which you can at the same time will that it should become a universal law" and is a nonconsequentialist theory of ethics (Paton, 1964, p.88). According to Strike and Soltis (1985), there are three key principles that can be drawn from this theory: 1) There are no exceptions to genuine universal moral laws (i.e. Killing is always wrong). 2) The rules that apply to all apply to each. 3) You must be consistent and reach the same moral judgment regardless of how you are involved (p.17). Taken together these principles suggest that the ethical import is on the act not the consequences, and that one should never break a universal moral rule such as lying or stealing.

The utilitarian principle on the other hand, states that one should act only if it will produce the greatest good for the greatest number. This theory is different from nonconsequentialism in that the ethical import is placed on the consequences and results, rather than the act itself. Most utilitarians base the determination of the greatest good for the greatest number on the pleasure principle. Therefore, the Summum Bonum for the utilitarian is pleasure. Another formulation of this approach would be "the greatest good for the greatest number." In other words, maximize pleasure for the greatest number in a given ethical dilemma, and one is acting as one ought.

Virtue ethics is another approach to ethical decision making. Rather than focusing on principles, it centers on character traits that enables one to achieve the skills of a practice or profession (MacIntyre, 1981, Jordan and Meara, 1990). MacIntyre (1981), who has written extensively on this topic, suggests that virtue is intimately connected to a practice that contains both internal and external goods (p.190). The use of the word "Practice" is a technical one for MacIntyre.

> By "practice" I am going to mean any coherent and complex
>
> form of socially established cooperative human activity through which goods internal to that form of activity are realized in the course of trying to achieve those standards of excellence which are appropriate to, and partially definitive of, that form of activity, with the result that human powers to achieve excellence, and human conceptions of the ends and goods involved, are systematically extended (p. 187).

This suggests that when one engages in experiential education programs one is engaged in a practice. Likewise, when one goes to the doctor or dentist, one is going to a professional practitioner.

Internal goods are desirable outcomes that can only be obtained by participating in ones corresponding practice, whereas goods such as wealth and fame are external, and may be obtained by participating in any number of practices. For example one cannot learn how to teach belaying, debrief an initiative, or use a "just right descender" by playing the game of football; however both adventure-based experiential educators and football players may receive external rewards such as money and recognition for their efforts. Virtues are states of character that enable those engaged in a practice to achieve the goods internal to the practice.

For instance, craftsmanship is a state of character that enables an experiential education practitioner to achieve the internal good of a safe activity, thus allowing clients an opportunity to maximize personal growth. Sloppy programming, lacking the virtue of craftsmanship, results in possibly negative experiences by clients, and therefore fails to achieve the internal good open to the practitioner. In short, sloppiness becomes a character defect on the part of the practitioner. According to MacIntyre's view on virtue ethics, moral dilemmas are determined by looking at how individuals apply various virtues to their profession.

After explaining these two approaches participants will have an opportunity to discuss the pros and cons of each. We will then discuss how these models might be applied to several different ethical problems. Participants will be encouraged to present ethical dilemmas from their past experience. The following case studies may also be used to examine these two approaches to ethical decision making.

CASE STUDY ONE

Iowa Adventure, a corporate training program, was contacted by another corporate adventure provider called Florida Adventure asking if they could rent Iowa's ropes course facility for a day. The Florida group explains that a corporation based in Iowa (Iowa Corp) wants to participate in the Florida program but would rather have them come to Iowa and bring their program with them. Part of Florida's program includes a one day ropes course experience. The director of Iowa Adventure has heard that Florida Adventure runs a shoddy program so it denies their request. Iowa Adventure then calls Iowa Corp to inquire about their specific needs for participating in an adventure program. During this conversation Iowa Adventure explains their program, and in doing so, Iowa Corp realizes that this program would fit their needs better than the Florida based program and asks to sign a contract with Iowa Adventure. Iowa Adventure agrees to sign the contract. Is this ethical?

CASE STUDY TWO

You are the new director of a recently built ropes course. Part of your responsibility as the director is to determine how much to charge groups wanting to use this service. Since you are located in a large metropolitan area you realize that there will be several different types of populations using this facility. Several corporations have already begun calling you and inquiring about your facility. Seeing this population as a potential money maker you set the fees as follows:

Schools and colleges-----------$150 per day per group of ten
Non-profit organizations-------$200 per day per group of ten
Corporate-------------------$1000 per day per group of ten

A day on the ropes course consists of eight hours, with the low elements in the morning and the high elements in the afternoon. The curriculum is fairly generic. The day begins with some stretching and is followed by initiatives/low elements, lunch, belay school, and several high elements. Processing or debriefing is left up to the instructors but they must do it at least twice-once after the lows and once after the highs. The instructors are professionally trained in ropes course facilitation, but do not have any experience working with corporate clientele. Is it ethical for the director to charge this much money for corporate groups?

CASE STUDY THREE

A mixed group of corporate clients consisting of staff members and managers are discussing the days invents after participating in several problem solving initiatives. The EBTD instructor in this group begins the debriefing by asking several basic questions concerning what participants observed during these activities. The group was obviously dysfunctional and had problems with communication, trust, and dominance, but they dodge the instructor's questions and claim that everything was fine. Dissatisfied with their responses, the instructor asks certain staff members if they felt oppressed while participating in the activities. Even though managers clearly dominated the decision making, the staff refused to answer the instructor's questions truthfully for fear of what may happen once they return to work.

Refusing to let the issue drop the instructor points out several examples where managers used an autocratic approach to decision making, thus oppressing staff members. This was the impetus needed for staff members to openly discuss personal feelings about their managers. However, the discussion quickly deteriorated when staff began verbally attacking their manager's leadership styles. The debriefing ends with a fair amount of animosity between staff and managers. At the beginning of the next work week several employees are reprimanded for the comments made during the debriefing. The atmosphere at work has been adversely affected due to the adventure experience. Is it ethical for EBTD instructors to pressure individuals to discuss questions that may threaten job security?

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Juggling for Everyone

Dave Altman

Practically anyone can learn how to juggle. It does not require great physical abilities or incredible coordination, only a desire to learn how. Juggling can increase self-confidence, improve physical coordination, and boost social acceptance. The sense of accomplishment felt by learning something previously thought impossible can do wonders to increasing self-esteem; and as an instructor, seeing the joy and excitement demonstrated by the learning juggler can be very rewarding.

Day: Friday
Time: 8:30

Expanded Description

During the workshop, group and individual activities designed to allow the participants to learn how to use specific methods to teach different populations will be covered. The following juggling terms will be demonstrated and more full explained during the workshop. The information on the International Jugglers' Association and some addresses on where to purchase juggling equipment should be helpful to anyone interested in learning to juggle and/or adding juggling to their program.

Three basic juggling patterns are the cascade, the shower, and columns. The cascade is the basic and standard pattern in juggling. It is done in the form of an "X", the top two points represent the peaks or apexes of the paths of the objects thrown and the bottom two points represent the position of the hands. The shower is a juggling pattern where the objects are thrown to a single point from one hand. When this pattern is done with two hands it can be a right-handed shower, where the objects travel in a clockwise direction. When this pattern is done with one hand it can be an inside circle, where the objects are thrown towards the mid-line of the body; or an outside circle, where the objects are thrown away from the mid-line. Columns occur when the objects are thrown directly straight up into the air.

When two people stand next to each other, one uses their right hand and the other uses their left hand, to juggle together it is called side-by-side juggling. The side-by-side juggle is a method of teaching juggling which helps simplify the task by allowing the partners to only having to concentrate on one hand at a time. This enables them to have a level of success faster and each person has someone to share the experience, the importance of sharing the thrill and in sharing the common struggle can create a common bond, should not be overlooked.

Some of the benefits of these activities are: Self-enrichment and new program ideas. Participants have increased self-confidence, improved concentration, ability to breakdown problems into workable solutions, improved physical coordination, improved performance in other areas. Juggling is a lifetime skill that is an excellent stress releaser. Juggling is also a great inexpensive program idea.

These methods have been used successfully in recreational, elementary, middle school, high school, college and adult settings. Where some of these methods can be tried with any age, the recommended minimum age is approximately eight years old with no upper limit age level. Many children eight years old or younger may be physically able to juggle but lack the attention span necessary for all the exercises, however, the exercises can be adapted for younger or unique populations.

How does the presentation relate to the theme of Critical Resources? On a personal level, we have right and a left side. One of these sides just sits idle, while the other side does most of the work. It is critical that both sides share in their labors, this concept could be expanded to include groups. The members of the group need to share the workload to prevent part of the group from becoming overworked.

As a programmer, juggling equipment may already be at your fingertips. Juggling balls can be old dead tennis balls, baseballs, solid rubber balls, bean bags, etc. Some of these you can get for free or purchased for less than a dollar each, therefore, juggling can be added without using much of the limited financial resources that most programs have.

The goals/specific objectives are: To give the participants enough knowledge and practice time for them to learn the side-by-side juggling method with a level of success. For the group to function as a *group, set the goals for the group, and each person set their own personal goals. To enjoy not only the* results but the process as well.

The participants will be active throughout the workshop except for periods of time used for demonstration and the necessary mental breaks.

The workshop will allow the participants to conduct juggling activities with the information and the skill level they have achieved at the conference. The participants will learn methods to organize and facilitate juggling activities, most if not all will be able to juggle three balls with a partner and some will be able to juggle three balls by themselves. The people with prior experience will be able to juggle four or five balls and/or feel more relaxed with their juggling pattern and be able to do new juggling patterns.

The workshop was presented at the AEE-SE conference in Monteagle, Tennessee. Twenty people attended the presentation. All were able to do the side-by-side juggling method and several were able to juggle three balls before the end of the presentation. During several years of teaching juggling to hundreds , if not thousands, the success rate on learning to juggle is near 98%. There are definitely strong elements of fun and/or adventure involved in this workshop,. Adults that have wanted to juggle, but were never shown how, sometimes jump with joy and excitement usually only demonstrated by young children.

Developing and maintaining emotional safety in groups: Tasks for the leader and needs of the group members.

Becky Calhoun, M.A., John P. Godfrey, Ph.D. and Mary Reyes, M.Ed., LPC

This presentation will help leaders address emotional safety in their groups. Presenters use activities, examples, discussion and lecture to address specific interventions for groups (team building to psychotherapy). Topics include: selection and preparation, group norms, developmental stages and needs, co-leaders, scapegoating, limit setting, and confrontation. Beginning to advanced participants.

Day: **Friday**
Time: **8:30**

Expanded Description

Developing and maintaining a "working level" of *emotional safety* is fundamental to healthy group development. Emotional safety declines to the extent that individuals *persistently* speak or act disrespectfully, violate trust, norms, privacy, or confidentiality, form excluding coalitions, or engage in "unfair" or destructive practices such as scapegoating or marginalizing of certain individuals, or monopolization of group resources. Ironically, we have observed an all too common experience of leaders of what were meant to be "fun groups" in which an intense emotional reaction is presented by an individual or subgroup for which no one felt prepared. As a result, group members have become caught up in complex, intense emotions and alliances about which no one felt safe enough to talk. Concern with emotional safety has been observed repeatedly in all the groups with which we have worked. It is appropriate that emotional safety is gaining greater attention in the discussions of those who conduct adventure groups of all kinds. For at the outset and throughout the "lives" of our groups, facilitators are challenged to actively address group members' concerns for emotional safety. Groups will not obtain the expected progress without attention to this task.

Actual and perceived risk. Providing for an adequate level of physical safety has been understood as an essential part of our professional responsibility given the methods we have chosen for eliciting growth and change, e.g., experiential and adventure. As a result, questions of actual and perceived risk have been emphasized by ethical practitioners in our adventure and activity-based group practices. Activity-based/adventure facilitators have generally taken a considered and respectful position in which we do not claim to *guarantee* safety, i.e., zero risk, but we do take every reasonable opportunity to minimize actual risk and make every effort to obtain informed consent and provide choices about risks that are not controlled.

It is generally believed that perceived risks make essential contributions to the effectiveness of many of the activities; participants face challenges and take actions, they face risks and test themselves. Over time it has increasingly been acknowledged that the growth that we intend to support derives at least as much or more from the participants' process of choosing as from the attempt at the challenge itself. Indeed, an individual's decision not to attempt an activity can be an important step for an individual. That group must then absorb the meaning and consequences of an individual's differentiation from the mass. This moves one into an arena of safety that educators and therapists understand as involving choice and coercion. Ethical leaders are expected to foster permission, to remind participants that they have a choice in the challenges that they undertake. We set contracts for, promote, and model normative behaviors that we intend to result in an experience of respect among individuals. We hope to create a safe framework within which people can learn and grow. Even as we actively strive to increase the sense of emotional safety in our groups, we know that in the realm of the inter- and intra-personal, distinctions between perceived risks and actual risks are not easily sorted out. A perceived threat to emotional safety constitutes an actual threat. If I do not feel safe in my group to say or do what I want to do, then there is real danger. This is true whether or not others in the group experience this danger.

Developing emotional safety. Concern about emotional safety is exhibited or expressed in many ways in all groups; this is true for psychotherapy groups, for activity-based education or recreation groups, and even for professional work teams. The developmental stage of the group and the developmental levels of the group members determine what aspects of emotional safety present themselves. The extent to which members of a group are able to take developmentally appropriate responsibility and are willing to work to resolve their concerns with emotional safety is a key predictor of group success and individual growth. In order to maximize emotional safety, leader/facilitators set contracts, make agreements, encourage openness, support privacy and encourage normative behaviors. A group is given these tasks to the extent that they are developmentally able to solve them. It remains the group leaders responsibility to provide those structures the group is unable to provide for themselves. Despite our good efforts, fundamental concerns about emotional safety are always alive and well in the life of the group. Emotional safety is always limited due to perceptions (and projections) of danger and threat which result from past experiences (or lack of experience) of individuals in the group. Group members experience various fears including fearing they will be unable to restrain the impulse to attack others; fears of being overwhelmed by the regressive pull of the group process; fear of being alone, unaligned or becoming the scapegoat.

Perceptions of anger and risk in a group setting are unavoidable. Questions if put into words could include: "Is it safe to be "me" here; will I be respected and accepted; does anyone see things or feels the way I do; what if I make a mistake or fail; am I (or is my group) normal; who will protect me if I offend someone; who will help me contain my aggressive feelings and actions; who could like me, love me; If they really knew me, they would not accept me; does this group have what I need; can the leaders keep me from harming others or others from harming me?" And so on. The way we initially structure groups can enhance or inhibit individuals' readiness and likelihood of working on issues related to safety. As the group proceeds, the leaders' subsequent interventions and interpretations help maintain or allow safety to erode.

Presenters use their training and experience with process, activity-based, and ropes challenge course groups with adolescent outpatient treatment groups, adult team building work groups, and multi-family groups as well as formal training in group process to address participants' questions. Consistent with the theme of the conference, we have found that without emotional safety, positive growth is limited and the potential for doing harm increases. Emotional safety is a critical resource for effective group work.

The goal and objectives of this workshop are as follows:

The Goal: Group leaders who complete this workshop will be more effective in facilitating the development of emotional safety in their groups.

Objective A: Participants will be able to list fundamental structures related to development and maintenance of emotional safety including:

(1) clarity about the purpose of a given group (including what the group is not able to provide);
(2) setting clear and explicit criteria for screening and selection into and removal from group;
(3) setting norms and expectations for behaviors and basic rights of respect and fairness;
(4) confidentiality and its limits;
(5) issues of choice and expectations especially as related to participation, honesty and privacy;
(6) assessment of each individual's tolerance and capacity to benefit from a group approach;
(7) developing a group posture towards the event of strong emotions.

Objective B: Participants will be able to identify expectable threats to emotional safety that are likely to result from features of the group, the leaders, and the group-leader interactions. These expectable threats include but are not limited to demographics (age, ethnicity, gender), group size, co-leader dynamics, differences in ability or maturity, uncertain boundaries, violations of confidence, interactions outside of group and/or "mating", regressive forces of groups, domineering, destructively angry, impulsive, and/or anxious members, and history.

Objective C: Participants will enhance their ability to support and address threats to emotional safety as they emerge during the group process. These tools include interpretations, and interventions for moderating regression; identifying, intervening in and interpreting scapegoating; name calling; marginalization, acting out; silences; etc.

A short (35 word) biographical sketch about the presenter(s), including previous presentation experience: (ok so each of us gets about nine words?) In alphabetical order. . . . .

Becky Calhoun, M.A., John P. Godfrey, Ph.D. and Mary Reyes, M.Ed., LPC are staff therapists at the Austin Child Guidance Center of Austin, Texas. Together they have extensive experience using traditional modes of individual and group psychotherapy as well as activity-based approaches (including games and Ropes Challenge Course) to treatment with populations including children, adolescents, families, and adults as well as training with community groups, schools, governmental agencies, corporate work teams. ACGC was established in 1951 as a private non-profit, mental health center with a multidisciplinary team approach for providing comprehensive outpatient treatment for children (up to the age of 18 years) who are displaying emotional and behavioral disorders. ACGC's services include: psychological and psychiatric assessments; educational and psychological consultation; individual/family/group treatment; consultation and training; team building and referrals. ACGC is "Accredited With Commendation" by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

Developing a Conceptual Model for Experience Based Training and Development.

Tim Dixon, BA, BRLS and Doug Miller, BS, MS

This workshop will present a three stage conceptual continuum for Experienced Based Training and Development (EBTD) program design and delivery. The workshop will address the need for such a conceptual model, its theoretical underpinnings, and will examine its implications for EBTD programming. Particular attention will be given to the impact of this model on client expectations, assessment, program design and structure, and transfer of learning. Participants should have a familiarity with EBTD programs as a training resource.

Day: Friday
Time: 8:30

Expanded Description

According to Rocky Kimball (1993, p. 8) "one basic concept in the field of experiential learning is that people are naturally inclined to learn (expand understanding), to grow (expand their capability), and to perform (expand their efficacy)". During an experience-based training and development (EBTD) program "the team has learned through a practice field and its own direct experience. Most importantly, these are the learner's lessons, not the 'teacher's.' The facilitator's job has been to be a 'learning coach,' not a lecturer" (Kimball, 1993, p. 10). Because an EBTD event is learner centered, we propose that an experiential training methodology is akin to holistic education as applied to organizations. If EBTD is to be considered a "Critical Resource for Organizational Change in the 21st Century" we as a community of practitioners need to develop a common set of concepts so that we can more effective communicate to our clients as well as our peers the learning outcomes our programs are designed to provide. In other words, EBTD needs a model which will help us articulate whether we are seeking to expand clients' understanding or capability or efficacy.

The corporate adventure training approach, according to Miner (as cited by Priest, Attarian and Schubert, 1993, p. 18) "is holistic, involving all the senses and learning styles, with clear and simple goals providing immediate feedback on performance regardless of success or setback." Priest and colleagues (1993, p. 19) concluded in their article on the future for research on EBTD programs that "to ensure the growth and reputation of adventure as a method of management education, these issues...need to be discussed and resolved." For an intelligent conversation to occur within the community of EBTD professionals, a conceptual model needs to be developed that would facilitate an understand of the objectives inherent in various EBTD programs. During this workshop, such a model will be offered for consideration.

In an article on information sharing and professionalism in experiential education, Howley and Huang (1993, p. 32) called for "middle-level work - in between philosophical reflection and technical specification." These writers stated that neither belief statements nor technical tips in professional literature will provide answers to questions regarding what types of programs work with particular kinds of people. Howley and Huang (1993, p. 32) declared that developing a conceptual framework will help to "generate insight for understanding events or producing testable hypothesis about the relationship between practices and outcomes." During the workshop presented by Doug Miller and Tim Dixon, three levels of EBTD programming will be examined from a conceptual perspective, so that the audience will be able to walk away with an ability to effectively communicate what their own "EBTD deliverable" can be for their client groups.

Our desire to formulate a conceptual model for understanding the level of sophistication of EBTD programs stems from two related concerns. Clients who are uninformed as to the potential benefits from EBTD services, will be less likely to provide the appropriate information so that the EBTD practitioner can custom design a program to meet client needs. Therefore, a framework outlining the continuum of outcomes available through EBTD programs will facilitate the decision-making process of educated clients. Secondly, without a common language within the EBTD field, it is difficult for administrators to prepare in-house staff to meet specific training objectives for particular client groups, let alone engage in an intelligent exchange of ideas between EBTD organizations. Without a shared set of concepts used to explain the purpose and methods of various EBTD providers, efforts to enhance the quality of the services provided by the profession could be misdirected.

EBTD programs are designed to meet a wide range of training objectives; objectives as diverse as the client organizations that utilize such services. Regardless of the activities presented, all EBTD programs by definition are seeking to improve the systems, relationships or job performances of organizations or their composite employees. Recently, the concept of distinct levels of sophistication characterized by a particular EBTD service was developed into a conceptual model by Doug Miller (1994). During the Heartland Conference of the Association for Experiential Education, Doug shared a framework of three progressively more complex types of EBTD services.

This model (the Miller Dixon EBTD Continuum to give it a name) represents a take off point for developing a common language for EBTD professionals and participants alike. During their workshop Doug and Tim will provide a conceptual overview of the EBTD Continuum, which includes AWARENESS, FUNCTIONAL UNDERSTANDING, and ORGANIZATIONAL IMPLEMENTATION. Then they will facilitate a discussion so that this model will assist EBTD practitioners in understanding why certain services are more effective with particular client groups. Furthermore, the workshop delegates will be encouraged to define directions for future EBTD research given the parameters of this model.

Groups participating in an ongoing EBTD process can progress from the first level, "Awareness", to the second level, "Functional Understanding", and through to the third level, "Organizational Implementation". However, not all groups engaged in an EBTD event get to the point where organizational problems and issues are actually being resolved during the experiential training event (Organizational Implementation). Many client groups would deem their EBTD program to have been successful, if they have merely gained a clear perspective on how specific team issues are having an impact within their work environment (Functional Understanding). Yet, another group could be sufficiently challenged throughout their session by simply developing an understanding of the concepts behind specific interpersonal or team issues within the context of the group initiatives (Awareness).

During our workshop, no claim will be made that one level is "better" than any other. However, it is assumed by Doug and Tim (based upon several years of facilitation experience) that the third level is the most difficult to accomplish. Another learning outcome we hope that our EBTD colleagues will discover is that one particular EBTD provider could deliver a series of different training sessions in any one of these three levels. For example, one client group may want to merely learn more about leadership as a general concept, hence their EBTD program would be designed with an Awareness-building emphasis in mind. Whereas, the same EBTD provider working with another client group could be facilitating a change process which will reshape the actual reporting relationship within the client's organization. Therefore, this program would be operating at the third level - Organizational Implementation.

During her keynote address at the Annual Conference of the Human Resources Professional Association of Ontario (Toronto, February 1994), Rosabeth Moss Kanter stated that to develop "learning organizations" a shift in thinking from individuals to teams is required. Experience-based training and development (EBTD) has been evolving a body of research which supports the claims that "teamwork and team behaviours" have been positively correlated with the utilization of corporate adventure training services (Bronson, Gibson, Kichar & Priest, 1992). Unfortunately, little empirical research exists to explain the impact of EBTD initiatives designed to enhance specific team skills in individuals (i.e. active listening, consensus building, servant-leadership, etc...), as opposed to research on general levels of "team-bonding". During the workshop, we intend to make the conceptual distinction between team-building per se, and team skills development within individual clients; then we will provoke an exchange of practical program ideas from the workshop delegates in hopes of improving both types of programs.

According to Priest, Attarian and Schubert (1993, p. 13), research on EBTD outcomes can be clustered into three general categories: "personal development of the individual, group development, and cultural development of the organization". These researchers summarized key findings from the few empirical studies on the efficacy of EBTD sessions. Research focusing upon gains on an individual level has revolved around enhanced self-concept (Gaplin, 1989) and the transfer of risk-taking behaviors from adventure activities to the workplace (Goldman & Priest, 1990; Attarian, 1992). Research evaluating gains from an EBTD program on a group level, conducted by Baldwin, Wagner, and Rolan (1991), indicated the training had a moderate impact on group awareness and effectiveness. Furthermore, the study by Bronson and others (1992), which included a control group, demonstrated the experimental group had significantly improved on measures of teamwork such as group goals, genuine concern, effective listening, decision making, respect for diversity, high standards, recognition of ideas, and encouragement for feedback. Finally, Priest (1992) found that a company which was characterized during pretests as motivated by "control-expert influence" and "control-dependency" orientations had shifted to "achievement-affiliation" and "achievement-extension" orientations after a one year commitment to EBTD for all employees.

During the workshop a precise of EBTD research will be provided, specifically the areas of program outcomes summarized by Priest, Attarian and Schubert (1993, p. 13), so that parallels can be drawn to the three levels that Miller (1994) introduced in the EBTD Continuum: Awareness, Functional Understanding and Organizational Implementation. Richard Flor (p. 33, 1991) warned that "experiential/adventure practitioners who provide corporate clients with educational services need to be up-front in describing both the potential for significant impact on individuals and groups, as well as the limitations for effecting change at the organizational level." We will suggest that many EBTD providers are safe in claiming that they are indeed able to provide a training process, not event but process, that can lead toward lasting change at an organizational level. For this to occur however, the following parameters must be met: 1) The clients' needs must be such that Organizational Implementation is desired and welcomed throughout the client's organization; 2) Experiential training is one component in conjunction with an ongoing human resource development plan; and, 3) The EBTD providers are capable of delivering the "sixth generation" of facilitated learning through adventure experiences. Doug and Tim will facilitate a discussion exploring the implications for a thorough needs assessment and a follow-up component for EBTD services, should organizational change be desired.

The five generations of facilitation, according to Priest and Gass (1993), are characterized by progressively more sophisticated introduction and debriefing of adventure experiences. Summarized below in sequential order of sophistication, the first statement defines the role of the experiential facilitator, while the second addresses the participant's method of learning: First generation - letting the experience speak for itself, learning and doing; Second generation - speaking for the experience, learning by telling; Third generation - debriefing the experience, learning through reflection; Forth generation - frontloading the experience, direction with reflection; and finally the Fifth generation - framing the experience, reinforcement in reflection.

We will propose that the most effective method to ensure the clients attain Organizational Implementation, is in providing EBTD services in which a Sixth generation of facilitation is utilized. This type of programming would be characterized by two key occurrences: Self-facilitation and Action Learning. For the client group to achieve self-facilitation, the EBTD providers would have utilized in previous training events a progression of Generations Three, Four and Five facilitation techniques - metaphoric debriefing, activity frontloading and isomorphic framing, respectively. During these activities the clients would become familiar and comfortable with the "debriefing funnel" (Priest and Naismith, 1992) which will be presented to our workshop participants, and gradually would become no longer dependent upon their facilitators to lead a debrief session. Secondly, during the Sixth generation of EBTD programming the self-facilitation would occur in relation to an Action Learning experience. This experiential learning would not only facilitate the development of group processes that would eventually translate back to the work place (such as a system for giving feedback), but would also produce a tangible outcome that would have immediate application in the organization, such as a restructured hierarchy of reporting relationships or a prototype for a new product. Hence, the term Organizational Implementation.
The Debrief Funnel (Priest and Naismith, p 21, 1992)

ADVENTURE EXPERIENCE---> Filter #1 - recall an example of...? ---> Filter #2 - what effect or affect did this behavior produce...? ---> Filter #3 - can you sum up what you have learned during this activity...? ---> Filter #4 - does this new learning have an application at work...? ---> Filter #5 - what will you commit to making a change at work? ---> CHANGE!!!

Finally, we shall offer a practical note on the debrief funnel as a facilitation technique in relation to the continuum of EBTD services and potential outcomes. This structured reflection tool can serve facilitators well when working with a client group who has very specific training objectives in mind, which may ultimately include some change in the work environment. However, based on one of the presenters experience, this funneling technique has lead to debrief conversations in which the participants seemed to be responding negatively to questions about commitments to future changes. Using the Miller Dixon EBTD Continuum as a reflective conceptual tool, those forced debriefs now make sense as to why the clients were not responding to questions about personal commitment for change. These client groups were only prepared for a program at the Awareness level. Therefore, the funnel still has its applicability, but only into the third or fourth filter of questioning. Other practical ideas will be solicited from the workshop delegates that will improve the practices of all those in attendance.

Learning Architectures.

Molly Dwyer , B.A., M.A.
James Lux, B.A.

Learning Architectures are culturally and individually created thought structures by which people process information. This interactive, kinesthetically aware writing-intensive workshop defines and illustrates a conceptual learning model of multiple architectures which function as languages or perceptual doorways for the interpretation and integration of data.

Day: **Friday**
Time: **8:30**

Expanded Description

What we're doing in the workshop.

Learning Architectures are culturally and individually created thought structures by which people process information. Japanese gardening, economics, art, fluid dynamics, writing, and music are all examples of cultural learning architectures. Personal learning architectures are most frequently revealed as a bias to personal experience, for example, "I always leave a light on when I go out at night to discourage burglars." Learning architectures are related to belief systems, but differ abbey providing a model which may be used to study, assess, manipulate, adapt, and create new modes of thought.

The workshop is writing-intensive and is designed around a series of kinesthetic and imaginative exercises which are conceptually and intentionally synergystic. Exercises provide new perceptual starting points to which participants add their own experience. The workshop unites the attributes of the imagination with those of the body to produce new information, comprehension, and expression. In the exercises, the body provides an experiential memory bank; the imagination is used to explore boundaries and create or extend time.

In the past, workshops have incorporated existing environments, altering them to create unfamiliar imaginative landscapes. For example, at a recent regional AEE conference in Washington State, Ammunition bunkers-essentially man ,made caves-were utilized to add to the exercises the qualities of acoustics, darkness, dampness, and military residue. The learning environment was further modified by the assignment of individual character briefs which participants were asked to hold in their imagination as they entered the physical realm of the bunker. The resulting learning architecture shifted participant perception by integrating emotion, physical sensation, movement, and intention.

Why the workshop is needed; how it relates to the conference theme.

For the first time in history, humanity is faced with inadequate means to transform the twentieth century's data explosion into relevant information. As the millennium approaches, Alvin Toffler succinctly notes "knowledge about knowledge" is now of greater importance than mere knowledge. Coupled with a decreasing ability of old power structures to generate and utilize new learning architectures in a timely fashion, we are beginning to comprehend in everyday life that new information changes the nature of old information.

Learning architectures pursue data. New data may be analyzed by the originating learning architecture, or may prompt the creation of a new and different learning architecture which provides a more appropriate treatment of the date. We are all familiar with the process of accumulating data to make an informed judgment; data accumulation is a wise pursuit in a slowly changing culture. We are less familiar with the second function of data: to provoke new learning structures. When established thought structures in a rapidly changing culture use data to prove themselves rather than evolving (for example, applying linear analysis to non-linear systems) the conclusion is usually inappropriate. The Learning Architectures workshop offers a methodology by which new architectures can be created.

Appropriate and wise integration of data calls for the development of new sensory modes and platforms as models for yet-to-be discovered relationships and contexts. Learning goals of the future must include conceptual fluidity and critical assessment as well as data processing. Given the accelerating rate of data accumulation, a new methodology is needed for the ongoing creation of new modes of understanding, and greater emphasis must be placed on the teaching of such a methodology along with historical data based education.

Participant benefits include an increased ability to: generate high impact, integrative learning experiences;tailor lesson plans or teaching goals to incorporate sensory input and the physical environment; increase collaborative and peer group learning processes; produce higher integrated comprehension rates; and increased ability to fluidly incorporate new data and conceptual mapping modes.

Theory that supports our activities.

The Learning Architecture workshop evolved from a study of the creative process: the different paths creativity takes in individuals, the components of the creative potential of places and situations, the role of personal fears and assumptions, and the ordering of attributers to enhance creativity. Though writing is the chosen mechanism for this workshop, participants will be encouraged to understand that the chosen product or mechanism through which the concepts are reflected is virtually unlimited and applicable to any organizational endeavor.

Increased awareness and employment of learning styles is but a small part of the movement toward a more integrative and relevant methodology of learning. Acceptance of learning style integration is increasing as the paradigm of integrated systems is understood to provide better information than that derived from disconnected, stand alone systems.

The Learning Architectures workshop creates "learning modules" to elicit responses, via multi-sensory triggers, which are then used to illustrate specific conceptual lessons. The value of this approach is that the learner is a primary participant and co-creator of his or her personal learning environment, assisting in the discovery of the best way to integrate "riding-the-bicycle," kinesthetic learning with data assimilation.

Adaptation of available environments to the attribute needs of conceptual exercises is recognized as, and demonstrated in exercises to be an important related goal. Benefits of kinesthetic/experiential and forum based learning environments are cited by the facilitators as corroboration of the value of this learning environment mode.

Goals, tangible skills, and what we will accomplish.

We will: 1) Establish group intention and process; 2) Enhance access to individual creativity; 3) Create new perception platforms; 4) Translate the creative process into the written word; 5) Incorporate interactive witnessing into sessions; and 6) Assist participants in: a) using synergy as a learning tool; b) using location attributes to strengthen and illustrate conceptual lessons; c) expanding the list of usable senses and increasing awareness of their value as a teaching tool; d) using the body to reveal information; e) defining the value and role of emotions; and f) conveying the importance of process as opposed to product.

How we will engage the audience.

We will: 1) Establish group intention; 2) Elicit emotional responses; 3) Engage participants in meaningful kinesthetic activities, i.e. physically enact metaphors; 4) Interactive forum; and 5) Ask participants to write and share their work.

How we will know we have accomplished our goals.

We will know by: 1) The degree and quality of participant response; 2) The participants comprehension of the value of the ability to shift perceptual structures and learning architectures; 3) The comprehension of the conceptual ideas and underlying theory.

Issues and Concerns for Administrators of Experiential Programs.

Warren Elmer, M.S.T.

An interactive, round table discussion providing an opportunity for managers to share concerns, creative strategies and solutions. The longer format will include opportunities to open up communication channels and to network. The presenters will serve as facilitators to enhance connections and sharing of concerns and ideas by means of guided discussion in small groups on a range of topics.

Day: **Friday**
Time: **8:30**

Expanded Description

There will be at least 5-6 directors or administrators lined up before the session to help facilitate (we already have 3 on line). The framework will be as follows:

1) Initial sharing of who we are, our organizations
2) Complete a brief survey of our top issues and concerns as managers
3) Some experiential activities will be offered so we can open up communication
4) We will then divide into small task groups to discuss specific topics such as insurance and legal concerns, staff review and evaluation, "certifications" , assessing vendors of services and others as determined by group interests
5) Groups will then report on their discussions to include shared strategies, needs for further work.
6) Outcomes to include: networking mailing list of all participants - plans to work on action steps with people we connected with in groups to move forward on sharing information - manuals, contacts, strategies. Another long term goal to expand and deepen a network of administrators in order to improve quality and safety of our various programs.

We will forward a list of the program facilitators, if you chose to offer the session, a few weeks after we hear.

Intercultural Competence Through Experience Based Training.

John Foster

A critical need in the next century will be the abilities of diverse groups of people to have positive social relationships and share diminishing resources. Sensitivity to cultural differences, competence in skills which allow intercultural respect and communication, and the dynamics of human social interaction are well suited to experience-based training, using initiatives and team building activities. This workshop presents a model of intercultural understanding which participants will follow as they expand their awareness of factors influencing intercultural relationships such as primitive belief structures, power, and human growth patterns; all through experience-based training activities. Participants need only bring their willingness to explore personal beliefs during the process of the workshop and a desire to learn more about the dynamics which perpetuate unjust social practices.

Day: **Friday**
Time: **8:30**

Expanded Description

There is an ever increasing movement in the United States for equality; from the founding of the country and the signing of the Constitution, through the Civil War, and to more recent Constitutional amendments such as the Americans with Disabilities Act. This process is more than simply passing laws which mandate equality, as anyone might know; but more importantly, it involves the restructuring of primitive beliefs within individuals and whole communities. One can assume that many of the dynamics involved in insitutional change, human learning patterns, and social interaction are fairly well understood and even accepted as truth, since they are often repeated and used in formal training and education situations. It is one thing to understand these dynamics, however, and quite another to actually behave in ways that demonstrate justice and respect to others. It is in this critical juncture that experience-based training provides hope and practical gains toward the improvement of the human existence. Experience-based training incorporates the content knowledge base of human interaction with individual perspective to create a powerful climate for personal growth and behavioral change. As the world moves into the 21 st Century this critical resource may provide the missing link between understanding human behavior and acting upon that knowledge

Workshop Format

This workshop calls upon many strategies to create an effective presentation which provides new information to participants and incorporates the valuable resources each person brings to the session. Participants are involved in a series of problem solving initiatives, team building activities, group discussions, and lecturettes during this high paced, three hour workshop. Specific activities will be selected at the time of the workshop depending upon the interests, styles, abilities, and previous experiences of the participants. There is a dual purpose to the workshop: 1.) To demonstrate a unique synthesis of intercultural dynamics information and experience-based training methodology; and 2.) To provide participants with an opportunity to assess their own intercultural competence with one or more different cultures; and become more fluent in the issues affecting greater social justice.

Learning Objectives

1.) Participants should gain a better understanding of how standard initiative and team building activities can be adapted to the specific content of intercultural dynamics.
2.) Participants should develop a personal awareness of their intercultural competence using the Awareness Stretch model provided (Luna & Salas-Miller, 1992).
3.) Participants should gain a greater understanding of the dynamics involved in social change (e.g. human psychological, social, and philosophical elements; human institutions), including a better understanding of their own cultural awareness.
4.) Participants should gain a greater understanding of the use of experience-based activities in training situations.

General Outline

1.) The creation of a micro-community & documentation of the process.
    -team building exercises (Foster, 1993) following a group formation model (Levine, 1974).
    -establish shared group experience as basis for introduction of the *Awareness Stretch* (Luna & Salas-Miller, 1994).
2.) Introduction of the *Awareness* Stretch & definition of intercultural competence.
    -reflection on the micro-community with regard to the model. (i.e. what caused us to act as we just did?)
    -demonstration/participation in activities (Foster, 1993) to demonstrate the model further.
3.) Factors influencing intercultural competence & their relation to experiential education. -human dynamics discussion/lecturette; depending on participant strengths & needs.
    (i.e. how do people learn, grow, change?)
    -value of experience-based training methods with regard to human dynamics.
    (i.e. how can we support learning, growing, & changing?)
    -demonstration/participation in activities (Foster, 1993) with specific learning objectives on human interaction.
4.) Personal reflection & goal setting based on new information and revelations of the workshop.

Basis & Background

Experience-based training & human dynamics

Human growth is multidimensional. According to Aristotle, it occurs in five domains: physical, psycho-emotional, social, intellectual/academic, ethical; but any change faced by an individual affects all five domains (Loomis, 1943). Growth can sometimes occur with minimum impact, and sometimes require tremendous amounts of time, energy, and resources, depending upon the parameters of a person's schema. Schemas or "world views" identify what is valuable and possible from an individual's perspective (Piaget, 1952). These views can either be maintained in the face of change by assimilating new information into what is already understood; or they must be changed to accommodate the fact that new information does not fit with what is understood. Accommodation is more difficult because it requires disequilibrium, which requires skill and experience in coping with feelings because it involves fear. In fact, many people will filter or reject information to maintain their schema rather than face the uncertainty and risk associated with changing basic beliefs in their schema.

In American pop culture, it seems that people are "allowed" to deal with growth on some levels, but not on others, which creates a difficult context to resolve complex issues such as intercultural competence. The following statement is an appropriate summary of what is necessary if real change is to occur:

> Real change whether desired or not, whether imposed or voluntarily pursued, represents a serious personal and collective experience characterized by ambivalence and uncertainty and if the change works out, it can result in a sense of mastery, accomplishment, and professional growth. The anxieties of uncertainty and the joys of mastery are central to... change success or failure (Fullan, 1982).

In this light experiential education, in the tradition of Kurt Hahn, is an especially powerful method for individual growth and social change because it is holistic (Thomas, 1990). Not only are intellectual challenges involved, but experiential education provides people with practice in dealing with the psycho-emotional aspects of fear, risk, and disequilibrium; as well as the joy, excitement, and celebration of mastery. In experience-based training, this all occurs while in a safe, supportive social environment. As individuals gain competence in the disequilibrium of fear in a training environment where simulations and models provide perceived risk, they become more prepared to deal with actual risk, which in fact may only be a perception after all. Through these facilitated experiences growth becomes a new behavior for the participants which can be transferred to more challenging situations in the future (Gass, 1985).

One paradox of human behavior is that despite fear, organisms tend to grow toward health (function) and away from harm (dysfunction) to the extent that a person will actually resist inculturalization in order to become actualized (Maslow, 1962). For example: a women who resists a long standing family tradition of staying home to prepare the dinner meal every night by taking on a business career despite the fact that her mother will no longer talk to her because she is not fulfilling her family obligations .

According to Maslow, there is a developmental pathway to growth that begins with self awareness; then in trusting others, then in taking risks. Without satisfaction in the primary levels of need, the higher levels cannot be fulfilled, therefore people tend to seek out opportunities to fulfill their needs at the primary levels so they may be free to pursue the higher needs. Experiential education allows for this process to occur readily, and in fact, sometimes provides greater opportunities for individuals to achieve higher levels, which accounts for the high levels of motivation most participants exhibit in well-run experience-based training programs.

It is also helpful to understand the cognitive basis for learning as it becomes more clear what is needed for real growth to occur. Recent findings in psychology confirm the assumptions made in experiential education that learning (growth) requires the unique perspective of the learner to be effective. In other words, there is no singular, "best way" to teach which will work for everyone. The theory of multiple intelligences (Gardner, 1991) supports this philosophy with strong research and a new model of human intelligence which allows for more than one way to be "smart" depending upon many different factors, such as genetics and cultural upbringing.

Intercultural competence

When dealing with intercultural growth, it is important to understand the foundations which support the dysfunctional social behaviors which exist across many cultures. Primitive beliefs are the coping strategies that people learn from their primary group of significance (Rokeach, 1960) through modeling; and are always buried beneath the logical existence of adults. The process of inculcation (in-group/out-group training) which all people experience is natural to perpetuate children's safety, therefore the continuation of the family. That is: things that are different or strange are dangerous (e.g. "don't take candy from strangers"); while things that are similar or familiar are safe.

The instinctive process of inculcation; unfortunately can lead to ethnocentrism, which in turn leads individuals to fear other groups, sometimes resulting in prejudice. This is an immature *reaction* to difference versus a mature *response* to difference, which is quite simply "intellectual laziness" (Luna, 1994). Intercultural competence can only occur when individuals move beyond the absolutism of their primitive beliefs into a relativism stance which allows for individual choice and peaceful coexistence of different points of view (Perry, 1981). This commitment to individual choice is one of the strands that ties experiential education strongly to intercultural issues.

Recognizing differences in both the sources and the manifestations of culture is useful to establish a frame of reference for the Awareness *Stretch* model of intercultural competence which is introduced below. Culture can be described as a person's schema passed on by her primary group of influence, which describes how she should interact with herself, other, and the world. These Schemas can be molded by different ethnic groups within a society which are classified as dominant (macro) molders and specific (micro) molders (Luna, 1994).

Within each societal molder there are five areas of influence: language, religion, customs & traditions, institutions, and economics. The closer one's specific molders match with the dominant molders of his context, the greater his chance for success in that context (Luna, 1994). Therefore, fluency in the five categories of various societal molders enables one to have greater intercultural competence. Within each ethnic group, there are myriad combinations of influence from the dominant and specific molders the individual has experienced which affect the manner in which the individual interacts with others within and outside of his own ethnic group. These differences can be viewed in a typology with six stages: 1.) ethnic psychological captivity; 2.) ethnic encapsulation; 3.) ethnic identity clarification; 4.) biethnicity; 5.) multiethnicity and reflective nationalism; 6.) globalism and global competency (Banks, 1981).

THE AWARENESS STRETCH (Luna & Salas-Miller)

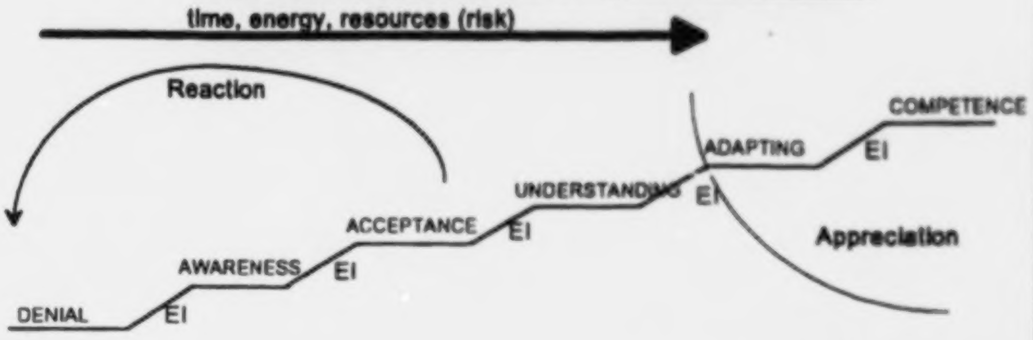

figure 1

EI= Educational Intervention

The *Awareness Stretch* (figure 1) is a simple model which can be used as a guide for individuals for a personal assessment of intercultural competence. As in the Banks Typology and the Perry Scheme, there is a similar progression from denial of difference to acceptance of difference; however in the *Awareness Stretch*, behavioral indicators are provided to assist in identifying where on the continuum a person is located. As a person climbs to new plateaus on the stretch, there is always the threat of a return to previous levels due to fear, especially in situations where a person perceives a risk to her power. Until individuals reach levels of *adapting* and *competence*, where institutional and inculturated structures and behaviors are challenged, there is no real change in status for an oppressed culture. In these final stages of growth, a sense of appreciation of difference is achieved which paves the way for real change based on the true nature of a" fully functioning human being" (Roybal Rose, 1994).

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Developing and Maintaining Emotional Safety in Groups: Tasks for the leader and needs of the group members.

John Godfrey, Mary Reyes, Beth Dennis

This presentation will help leaders address emotional safety in their groups. Presenters use activities, examples, discussion and lecture to address specific interventions for groups (team building to psychotherapy). Topics include: selection and preparation, group norms, developmental stages and needs, co-leaders, scapegoating, limit setting, and confrontation. Beginning to advanced participants.

Day: **Friday**
Time: **8:30**

Expanded Description

Developing and maintaining a "working level" of emotional safety is fundamental to healthy group development. Emotional safety declines to the extent that individuals persistently speak or act disrespectfully, violate trust, norms, privacy, or confidentiality, form excluding coalitions, or engage in "unfair" or destructive practices such as scapegoating, marginalization, or monopolizing resources. Throughout the lives of our groups, facilitators must actively address group members' concerns for emotional safety or their groups will not obtain the expected progress.

Threats to emotional safety show up in varied ways in all groups whether they are psychotherapy groups, activity-based education or recreation groups, and even professional work teams. The developmental stage of the group and the developmental levels of the group members determine what aspects of emotional safety present themselves. Finally, the extent to which members of a group are able to take developmentally appropriate responsibility and work to resolve their concerns with emotional safety is a key predictor of group success and individual growth.

Providing for an adequate level of physical safety has been understood as an essential part of our professional responsibility given the methods we have chosen for eliciting growth and change, e.g., experiential and adventure. As a result, questions of actual and perceived risk have been emphasized by ethical practitioners in our adventure and activity-based group practices.

Activity-based/adventure facilitators have generally taken a considered and respectful position in which we do not claim to guarantee safety, i.e., zero risk. but we do take every reasonable opportunity to minimize actual risk and make every effort to obtain informed consent and provide choices about risks that are not controlled. It is generally believed that perceived risks make essential contributions to the effectiveness of many of the activities; participants face challenges and choose actions, they take risks and test themselves. Over the years it has increasingly been acknowledged that the growth that we mean to support comes at least as much from the participant's act of choosing as from the attempt at the challenge itself. This area of safety that educators and therapists have attempted to address is one related to the concepts of choice and coercion. Ethical leaders are expected to foster permission, to remind participants that they have a choice in the challenges that they undertake. We contract for, promote, and model normative behaviors that we mean to result in an experience of respect among individuals. We hope to create a safe framework within which people can learn and grow. We must actively strive to increase the sense of emotional safety in our group experiences. By these efforts we manage and place limits on the actual emotional risk inherent in any group. We know that in the realm of the inter- and intra-personal, distinctions between perceived risks and actual risks are not easily sorted out. A perceived threat to emotional safety constitutes an actual threat. If I do not feel safe in my group to say or do what I want to do, then the danger is real. This is true whether or not others in the group experience this danger.

In order to maximize emotional safety, leader/facilitators set contracts, make agreements, encourage openness, and encourage normative behaviors. Despite our good efforts, fundamental concerns about emotional safety are always alive and well in the life of the group. Emotional safety is always limited due to perceptions (and projections) of danger and threat. These are due to the past experiences (or lack of experience) of individuals in the group. Group members experience various fears including fearing they will be unable to restrain the impulse to attack others; fears of being overwhelmed by the regressive pull of the group process; fear of being alone, unaligned or scapegoated.

Perceptions of anger and risk in a group setting are unavoidable. Questions put into words include: "Is it safe to be "me" here; will I be respected and accepted; does anyone see things or feels the way I do; what if I make a mistake or fail; am I (or is my group) normal; who will protect me if I offend someone; who will help me contain my aggressive feelings and actions; who could like me, love me; If they really knew me, they would be unaccepting of me; does this group have what I need; can the leaders keep me from harming others or others from harming me?" And so on. The way we initially structure groups can enhance or inhibit individuals' readiness and likelihood of working on issues related to safety. As the group proceeds, the leaders' subsequent interventions and interpretations help maintain or allow safety to erode.

Concern with emotional safety have been observed repeatedly in all the groups with which we have worked. Ironically we have observed an all too common experience shared among leaders of what were meant to be "fun groups". How many times has a surprisingly intense emotional discharge by individuals or subgroups occurred during a group you had understood to out for fun? All groups can become caught up in complex, intense emotions or alliances that no one feels safe enough to talk about. It is appropriate that this topic has gained increasing attention in the discussions of those who conduct adventure groups of all kinds.

The goal and objectives of this workshop are as follows:

The Goal: Group leaders who complete this workshop will be more effective in facilitating the development of emotional safety in their groups.

Objective A: Participants will be able to list fundamental structures related to development and maintenance of emotional safety including:

(1) clarity about the purpose of a given group (including what the group is not able to provide);
(2) setting clear and explicit criteria for screening and selection into and removal from group;
(3) setting norms and expectations for behaviors and basic rights of respect and fairness;
(4) confidentiality and its limits;
(5) issues of choice and expectations especially as related to participation, honesty and privacy;
(6) assessment of each individual's tolerance and capacity to benefit from a group approach;
(7) developing a group posture towards the event of strong emotions.

Objective B: Participants will be able to identify expectable threats to emotional safety that are likely to result from features of the group, the leaders, and the group-leader interactions. These expectable threats include but are not limited to demographics (age, ethnicity, gender), group size, coleader dynamics, differences in ability or maturity, uncertain boundaries, violations of confidence, interactions outside of group and/or "mating", regressive forces of groups, domineering, destructively angry, impulsive, and/or anxious members, and history.

Objective C: Participants will enhance their ability to support and address threats to emotional safety as they emerge during the group process. These tools include interpretations, and interventions for moderating regression; identifying, intervening in and interpreting scapegoating; name calling; marginalization, acting out; silences; etc. Presenters use their training and experience with process, activity-based, and ropes challenge course groups with adolescent outpatient treatment groups, adult team building work groups, and multi-family groups as well as formal training in group process to address participants' questions.

Consistent with the theme of the conference, we have found that without emotional safety, positive growth is limited and the potential for doing harm increases. Emotional safety is a critical resource for effective group work.

From Chaos to Clarity – An Holistic Reunion.
(Therapeutic Adventure)

Gaye Jo Jo Gompers, Psy. D.

Join in the Light-Force that radiates hope, knowledge and kinship as an experiential way is shown towards holistic survival. Teachings will include: the Wheel of Life, Native American lessons about the meaning of the colors, Animals as guides and protectors, the ancient wisdom of the Trees, Inspirational Pathways, and Universal Signs and Symbols. Take part in a Metaphoric Adventure, role-plays, and a celebration of reunion. Bring sit-upons, drawing and writing materials, colors, head-bands, rattles, drums, flutes, bells, costumes and props-to create a stage for safety and Fun!

Day: **Friday**
Time: **8:30**

Expanded Description

In a time when increasing climatic upheavals are leaving major devastation upon this Planet (Hurricanes, Tornadoes, Floods, Blizzards, Earth Quakes, Volcanic Eruptions, Fires, Drought) and Terror abounds in substantial proportions; where individuals have identified themselves as lost in the midst of Panic (Fear, Ignorance, Greed, Power-Seekers, Control-Hungry, insensitive others who have little respect for the Natural Environment and remaining resources) there comes a Light-Force that radiates Hope, Knowledge, and Kinship as an experiential way is shown towards holistic survival: Spiritually, Emotionally, Mentally, and Physically empowered! Healing and guidance towards greater experiences of happiness. From survival skills to celebration, this workshop seeks to teach intergenerational enrichment, personal confidence, and community enhancement.

In this Play-Shop, participants will have the opportunity to learn the following: The Wheel of Life, so you'll never feel lost (based upon the Medicine Wheel Teachings); The Meanings of the Colors, the Rainbow Warrior's Pathway of Truth (based upon the Seneca Nation teachings of Grandma Twylah Nitsch); Universal Signs and Symbols; Gifts from the Animals (their attributes as powerful guides and protectors); Messages from the Inspirational Pathways of Life (based on Paradise Garden, a sacred circle that offers healing and wholing); and an understanding of the Ancient Wisdom of the Trees. Participants will have the chance to share. their personal stories, create a sense of community, and take part in a metaphoric adventure. Didactic, experiential, multi-module teachings will bring information and participants together for Fun, role-plays, entertainment, and "High" Games.

The benefit of learning these teachings will continue to help individuals and groups face the stressful situations that occur within oneself, between individuals, within families, at the workplace, and between larger groups and nations. Resources that can be developed and accessed during critical times to come will be the major theme of this workshop. Elevating perceptions, clarifying ways of connecting to higher levels of energy will be useful when you may find yourself off-balance (be it emotionally, physically, mentally, sexually, or spiritually).As a person is able to utilize these skills, they are likely to lead others in the same way- from survival to celebration!

These activities have been successfully used with a diverse selection of the general population: those within the helping professions, those seeking help due to personal trauma, those students having special education needs (learning disabled, physically challenged, intellectually gifted, attention-deficit disordered, and emotionally challenged), and intergenerational groups (from young children to those chronologically gifted and blessed).These teachings are meant to bring together people of all ages, all faiths, and all ethnic groups. The role of Peace-Maker will be emphasized.

Throughout the workshop, the presenter will share personal anecdotes of how experiential learning adventures has made a difference in the lives of those in need of mental health services. Stories about children in residential settings, youngsters coming together with the elderly, and families in turmoil will be shared. Examples of how metaphoric role-plays can make the significant different in situations calling for adaptation, adjustment and re-alignment will be given.

This workshop is intended to foster Hopefulness and enable participants to regenerate, recuperate their own resources with which to return to their usual routine empowered and better equipped to meet the challenges that lie ahead. Emphasis will be placed upon treating each other with respect, and fostering greater sensitivity to the Planet, and the Earth's natural resources. Personal integration of uniqueness. combined with the uniqueness of others (colors, animals, plants, humans, all elements of Life) will culminate in greater capacity for healing, growth, and cooperative living in the future. Self-esteem and opportunity for taking the initiative will be key ingredients towards greater mutual esteem and appreciation.

Specific goals include the following:

1. To provide an experiential learning environment that targets positive self-esteem, personal enhancement, and a sense of general well-being.
2. To illustrate by inspiration that learning can be fun!
3. To provide opportunity where Laughter is our greatest survival strategy, and community coming together can elevate energy levels.
4. To learn an understanding of the Native American Medicine Wheel, the meanings of the colors, universal signs and symbols, animal medicines, significance of various pathways of life, and the teachings of the sacred trees.
5. To learn how to apply these skills personally, within relationships, and at one's worksite.

The participants of this Playshop will be asked to take part in many aspects of the presentation: in small group interactions, in trust-games, in out-door adventure games, and in creating a community-type reunion/celebration.

The participants will be asked to bring paper and pen, drawing materials, musical instruments (rattles, drums, bells, etc.), head-bands, and any costumes or props that would enhance their sense of safety and playfulness. They should be encouraged to wear comfortable clothing, and be willing to sit-upon the ground.

There will be a progression from creating of rapport, to trust, to cooperation, to competitive cooperation, to integration and future pacing (based upon Dr.Scout Cloud Lee teachings of NeuroLinguistic Programming). Opportunities for processing the experience will be given during the session, and following the event (Rainbow Connections letter-writing program).

In a time when people need each other to bring change to the Planet, in a hopeful and meaningful manner let them learn the ways of the Peaceful warrior so that all may become as one family, one global family of friends.

"Hope is not pretending that there's never any sorrow...It's the knowledge that our troubles will be overcome tomorrow. It's the inner strength we call on to sustain us now and then... Till our problems lie behind us, and we're happy once again!"

Effective Research Into Experiential Education A Critical Resource In Its Own Right.

Tonia Gray, MA and John Patterson, Ed D.

Proponents of experiential education have long argued that research is needed to inform practice and enhance the credibility of the profession. When an evaluation model using both quantitative and qualitative paradigms was developed for an important Australian study, the quantitative aspect was criticized as being inappropriate to use as an evaluative tool in the area of experiential education. This paper explores the rationale for the inclusion of quantitative methodologies and examines the arguments opposing such an approach. Also, the development of two instruments which can be adapted for use in school based experiential education programs will be reviewed.

Day: **Friday**
Time: **8:30**

Expanded Description

Although experiential education takes place within a myriad of pedagogical contexts, this paper deals specifically with the realm of outdoor education in an extended stay school setting. A recurring theme within the outdoor education literature relates to the paucity of empirical data to support its continuation and development (Richards, 1994, Sakofs, 1991). Proponents articulate that the outdoor education experience leads somehow to a personal transformation which lasts far beyond the conclusion of the adventure (Stremba, 1989). For the most part, anecdotal evidence and "warm fuzzies" are not grounded in rigorous systematic research. As a natural corollary, there appears to be a lack of empirical data to support the rhetoric surrounding these, and other similar claims. This is particularly true of outdoor education programs which take place in extended stay school settings. This paper discusses the role of quantitative techniques within a longitudinal quasi-experimental design. The development of analytical tools designed to assess the effects of extended stay outdoor education school programs (ESOESP's) is also addressed. In essence, this research attempts to produce a "critical resource" for future evaluation within this field.

Outdoor Education - A Brief Overview

Arguably outdoor education is one of the most successful post-World War II 'progressive' education movements. The outdoor education paradigm is in essence, based on the ideology of Kurt Hahn. His educational thought advocated that the traditional school curriculum was sterile and irrelevant and as such, was inadequate for the total development of the child (Gray and Perusco, 1993). Hahn maintained that adolescents need to test and prove themselves in the outdoor setting in order to develop and enhance their self concept (Rohrs, cited in Brereton, 1970).

The development and promotion of the whole person as a social, as well as an individual being, in a balanced and integrated way is the fundamental aim of outdoor education. According to Gray et al (1992) outdoor education:

> ...aims to strengthen the values of social responsibility, often considered to be neglected in conventional schooling, through team activities and involvement in community welfare and development projects. At the same time it aims to promote a sense of self esteem and personal capability by providing opportunities to explore individual interests; to develop a range of practical skills beyond those of the normal academic curriculum; and to establish a climate of cooperative enterprise rather than individual competition. None of this is to deny the importance of academic, sporting and cultural interests associated with conventional schooling, but rather to balance them with the development of other personal and social values, generally regarded as outside the formal curriculum, in a more explicit and deliberate way, (pg 2).

For the most part, education in its current state, is ineffective and unproductive. These aspects are echoed by Richards (1994) when espouses that "public education in the western world is in a shambles" (pg 6). Some valid arguments are also raised by Cooper (1994) when he states that: is it (education) concerned with empowering tomorrow's citizens or is it more about shaping people to the existing social, economic and political structures? These very structures are increasingly failing to our young people and will be woefully inadequate in providing an acceptable quality of life in the 21st century, (pg 9).

The futility of our educational system is also articulated by Gray and Perusco (1993) when they conclude that:

> Traditional schooling remains entrenched in a system which foolishly prepares its graduates for a final exam rather than a total life experience. Surely, if education continues along this same pathway it will contribute to the demise of society rather than towards its enrichment, (pg 18).

In an attempt to make the school curriculum more relevant, attractive and meaningful, a group of educators throughout the world have adopted the fundamental aspects of Hahn's Outward Bound philosophy. As such, Ryan and Gray (1993) purport that:

> What has been preserved as a common theme is that education should impel people through experiences which enhance; self awareness and responsibility; an ability to value and work with others; an environmental appreciation; a capacity to embrace challenge, and a tenacious spirit, (pg 7).

It is on this tenet that the inherent value outdoor education in the school curriculum, is based. The value of our current education system and its subsequent role in alleviating the level of social disintegration and environmental degradation in the world, is questionable. Primarily, education should assist the betterment of society. The rationale as to why contemporary society is fraught with social upheaval and fragmented lifestyles are many and varied. Cooper (1994) raises some interesting issues when he maintains that:

> There is a lack of purpose in many people's lives. We have become removed from the rhythms of nature, from the seasons, from the day and night, and from the land and sea, from other life. We surround ourselves with surrogates, second-hand experiences vicarious pleasures. These are poor compensations for feeling part of the planet, for having a spiritual belonging, a kinship with the earth, (pg 9).

Herein lies the nexus of the outdoor education experience - it provides an opportunity for participants' to become reconnected with their spiritual core, enabling them to evoke a sense of fulfillment, purpose and direction in their lives. Within this context, Hunt, cited in Miles and Priest (1990), maintains that the erosion of civilization could be arrested if an adventure philosophy was adopted within society.

The Case for Quantitative Investigation

ESOESP's are off-campus residential programs conducted in outdoor settings which are incorporated into the school experience. At a minimum, ESOESP's last for twenty weeks duration and incorporate many of Hahn's Outward Bound ideologies embraced within the presentation of the traditional school curriculum. Given the fact that in Australia, ESOESP's currently exist and are gaining popularity, they are nonetheless, capital intensive and have no guarantee of permanency. Historically, ESOESP's have been justified in terms of perceived benefits and value judgments rather than evaluation embedded in sound empirical data.

Whilst trying to support ESOESP's in the Australian context, McRae (1989) and more recently Patterson (1991) failed to unearth studies of this nature. Both researchers concluded that searches of international data bases mirrored their initial findings. In an age of conservative educational reform as reflected in calls for 'back-to-basics', Gray et al (1993b) postulate that "if the outdoor education movement is to maintain its current momentum it will need to provide more substantiative evidence than what currently exists" (pg 57).

The research that exists, is for the most part, qualitative in nature. The superiority of qualitative over quantitative data, or vice versa, is not necessarily the purpose of this paper. Indeed, it is accepted that both approaches have a place in evaluation models (Henderson, 1993). But Gray et al (1992) suggest that:

> ....the validity and reliability of qualitative research is not being disputed or questioned. The nature of data collection for this type of research is both time consuming and labor intensive thus generally restricting sample size and diluting the external validity of qualitative studies, (pg 3).

Large samples and whole populations can be accessed through quantitative methodologies. Subsequently, this methodology can address the external validity issue. It is accepted however that the internal validity and reliability of measuring multi-dimensional concepts such as social responsibility or personal relationships through quantitative instrumentation raises other issues.

As stated earlier, the debate concerning the lack of, and need for, effective evaluation of all types in outdoor education programs can be well documented. Within the last decade or so, researchers such as Hedin (1980), Ewert (1983), Kelk (1990) and Sakofs (1991), Richards (1994) and Davis-Berman & Berman (1994) have articulated their concerns. Within the ESOESP's context, Gray et al (1993b) indicate that there is a dearth of systematic evaluations of an empirical nature and none at all to determine the long term impact, either real or self perceived.

The Development of Quantitative Tools

Two instruments, the Real Me Questionnaire (RMQ) and the School Life Questionnaire (SLQ) were developed to evaluate the effects of ESOESP's. For those requiring further information, a thorough overview of the research tools can be found in Gray et al (1993a). Briefly however, the genesis of the quantitative instrumentation was in the identification of the salient components of ESOESP's. Preliminary information was gleaned from a review of the literature in tandem with extensive discussions with professionals working in this area. A number of objectives each relating to different aspects of personal and social development were identified (see Figure 1).

These major objectives were then elaborated into a series of more specific behaviorally related statements which required a graded response from the subjects. The authors used these statements to develop the survey instruments

Objectives of Extended Stay Outdoor Education School Programs (ESOESP's)

1. ***Objectives Relating to the Affective Domain***

   (a) **Self Concept**
   - to develop self confidence in students by providing them with opportunities to recognize and build on their personal strengths, to minimize their weaknesses, to engage in positive interaction with others, and through these experiences to become more independent and self reliant;
   - to provide students with a range of both academic and non-academic activities designed to enhance their sense of personal accomplishment;
   - to assist students gain acceptance from their peers and teachers as worthwhile and significant individuals.

   (b) **Social Responsibility**
   - to help students develop socially responsible attitudes and behavior both in their relationships with other people and in their activities associated with the non-human environment;
   - to improve self awareness and understanding of others by exploring personal capabilities and interrelationships in diverse and challenging situations.

2. *Objectives Relating to Intellectual Development*

- to encourage a general interest in learning based essentially on intrinsic or intellectual motivation (i.e. curiosity driven) rather than on external persuasion or pragmatic vocational factors;
- to develop a reflective approach to learning through analysis and correlation of ideas and experiences rather than relying simply on rote recall;
- to improve self reliance in learning through efficient organization of study time and selection of appropriate learning strategies;
- to improve knowledge and understanding in both core and elective subject areas of the school curriculum.

3. *Objectives Relating to Health and Physical Development*

- to enhance and appreciate physical health and fitness through encouragement of regular exercise and appropriate dietary habits;
- to promote a sense of enjoyment and satisfaction in outdoor activities through participation in games, adventures and sporting events which emphasize individual accomplishment rather than focusing on open competition;
- to develop coordination and teamwork skills through participation in both individual and group activities designed to encourage positive involvement, perseverance and cooperation within a relaxed and supportive environment.

As cited in Gray et al (1993a, pg 7) and in both cases, the current RMQ and SLQ instruments are the result of restructuring and reshaping previous pilot attempts. The RMQ and and SLQ draw from a variety of sources, including Rotters Internal - External Locus of Control, Marsh's SDQ II Self-Concept instrument and McRae's Environmental Concern Inventory. As outlined earlier, a detailed explanation of the developmental process can be found in Gray et al (1993). The application of item analysis procedures was guided by factor analytic techniques to support the development of instruments containing constructed subscales. At this juncture, the instruments had been shown to be statistically reliable, and in terms of the constructs investigated, valid.

The RMQ contains 65 items and examines attitudes, perceptions and behaviors. Using a five point behavioral intention scale (1=never to 5=always) the RMQ contains six subscales. These include: autonomy; social responsibility; personal relationships; health and physical aptitude; academic and cultural achievement; and environmental sensitivity. These subscales, together with their internal consistency values (Cronbach Alpha) are described in Figure 2.

The SLQ contains 31 items and utilizes the same five point scale to analyze behavioral patterns or intent. The 31 items form four subscales which include:
appropriateness of curriculum; quality of teaching; school spirit; and personal relationships. These subscales, together with their internal consistency values (Cronbach Alpha) are described in Figure 3.

This process has led to the present position of the two questionnaires. Recent application has provided data which provides the basis for Part II of this paper.

Discussion

Given the evaluation model depicted in Figure 4, when used in conjunction with other methods such as logs, personal interviews, parent-perception questionnaires, teacher interview and observation, the RMQ and SLQ have the potential to improve both the depth and breadth of understanding in this field. Like all pioneering work, the present instrumentation will no doubt undergo further change before it reaches a more refined or sophisticated level. At the moment, however, it provides a workable basis for investigating the short and long term impact of ESOESP's on participants.

Figure 2: **SUBSCALES CONTAINED IN THE REAL ME QUESTIONNAIRE (RMQ)**

Subscale	**Constructs**	**Items**
Social Responsibility 12 items (Alpha= .76)	• Helping other people • Understanding and tolerance of different views • Co-operation and fairness	• I try to make other peoples' lives happier • I am tolerant of other people and their opinions • I try to set a good example in my behavior for others • I enjoy being involved in community activities • When people have problems I try to help them • I think about how the things I do are likely to affect other people • I am fair in my dealings with others • People can count on me to do the right thing • I tend to act first and think of the consequences later • I like to live for the present and let future generations look after themselves • When I make a promise, I keep it • I tend to put my own needs before those of other people
Personal Relationships 12 items (Alpha= .83)	• Friendship, peer acceptance • Interactions with others • Mutual respect	• I tend to be left out of things • I find it easy to make friends • I am one of the last to be chosen for group activities • My work is recognized in the school community • Other people seem to think highly of me • Other people seem to accept me as I am • I enjoy the company of others • Other students are friendly towards me • I am unpopular with other students • I find myself wishing I were different • I have arguments with others students • I listen patiently to people who disagree with me
Academic & Cultural Achievement 11 items (Alpha= .74)	• Cultural interests • self-learning abilities • self-learning interests	• I try hard to do well in my studies • I make a real effort to learn more about the world • I enjoy learning about other cultures • I enjoy studying • I try to learn from my experience of life • I get bored with school subjects • I like exploring new ideas • I spend time following up things mentioned in class • I seem to get good results at school • I tend to read novels and other books for personal interest • In world events I try to understand all sides of the story
Health & Physical Aptitude 10 items (Alpha= .81)	• General health & fitness • Health promotion habits • Athletic ability	• I make a real effort to lead a healthy lifestyle • I try to improve my level of health & fitness • I find it easy to pick up new games skills • If I could avoid doing exercise I would • I avoid taking risks with my health • I find hiking and bushwalking easy to do • I enjoy outdoor activities • I am happy to take on any physical challenge • I have difficulty coping with outdoor activities • If there is a chance to avoid outdoor activities I take it
Autonomy 10 items (Alpha= .71)	• Self-reliance • Independence • Ability to work on your own • Take the lead in difficult situations	• I am quite happy to work on my own • I like to solve my own problems • I am confident in my abilities to cope with life • When difficult situations arise I prefer others to take the lead • I like to make my own decisions • I tend to follow my own interests • I am capable of organizing myself • I try to keep control of myself in difficult situations • When there is trouble I try to deal with it rather than escape • I am happy to take responsibility for my own actions
Environmental Sensitivity 10 items (Alpha= .84)	• Care for the environment • Understanding of environmental issues • General habits	• I am concerned about the way we treat the environment • I do my best to avoid unnecessary waste • I go out of my way to clean up the school grounds • Before I act I consider how it will affect the environment • I get bored with talk about the environment • When I buy things I look for products with less wrapping • When I go out in the bush, I take special care not to harm any plants or animals • When I hear about environmental problems I try to find out the full story • I take the trouble to recycle bottles and cans wherever possible • When I leave a room I remember to turn off the lights

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Figure 3: SUBSCALES CONTAINED IN THE SCHOOL LIFE QUESTIONNAIRE (SLQ)

Subscale	Constructs	Items
School Spirit 12 items (Alpha= .79)	• Atmosphere of the school • Rules & Regulations • School Pride	This school is a place where: • I feel proud to be a student • I get a great deal of satisfaction from my experiences • I feel uncomfortable and restless • Teachers and students work well together • The teachers are willing to help when I need it • Students try to help each other in difficult situations • I get to know the teachers as real people • Teachers make an effort to understand me • Students are encouraged to be responsible for what they do • Everyone does their fair share of work for the school community • Students work together as a team • The rules and regulations are applied in a reasonable way
Personal Relationships 6 items (Alpha= .71)	• Friendship, peer acceptance • Interactions with others • Mutual respect • Unit/dormitory life	This school is a place where: • I like to mix with other students • I get a chance to take the lead in group activities • Unit/dormitory life gets me down • Students try to help each other in difficult situations • I feel free to say what I really think • Students work together as a team
Appropriateness of Curriculum 10 items (Alpha= .40)	• Relevance to life & work • Level of satisfaction and interest • Balance between subject areas • Academic rigor	This school is a place where: • The things we learn are relevant to life in general • I get a great deal of satisfaction from my experience • Students are able to develop their skills in a range of subject areas • I get a chance to do work that really interests me • We have an opportunity to study a wide range of subject areas • Students have a chance to explore their own interests in creative arts • Mathematics has a low priority in the total school curriculum • Students learn how to cope with life • Outdoor activities seem to be more important than academic studies • Science has a low priority in the total school curriculum
Quality of Teaching 13 items (Alpha= .80)	• Teacher/student interaction • Preparation for life • Enjoyment from learning • Educational expectations	This school is a place where: • Teachers treat me fairly • Students are taught to think for themselves • Teachers and students work well together • I get enjoyment out for learning • The teachers are willing to help when I need it • I get a chance to do work that really interests me • I get to know the teachers as real people • Students are encouraged to be responsible for what they do • Students learn how to cope with life • Students are expected to work hard at their studies • Teachers try to make the work interesting • I really fell interested to learn

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The present paradigm shift involves standardized testing and passive learning models. Clearly where the peripheral and fringe subjects exist, such as is the case with outdoor education, they are under threat for survival. There are those among us who believe there are better ways to educate our young and change should take place in the educational paradigm - we must be proactive is this change is to happen. Research such as this may enable educators to endorse outdoor education as a catalyst for behavior change with tangible evidence. As such, outdoor education would occupy parity of esteem with other "traditional" subjects within the total school curriculum.

In an age of educational reform and constant cries for 'back to basics', the outdoor education movement will need to have a more substantial and reliable basis of evidence than what presently exists. Consequently, if ESOESP's are to maintain their current momentum, they will need to establish evidence of effectiveness. It is to this end that our research efforts have been directed. The instrumentation outlined in the paper has demonstrated its worth as an acceptable foundation to contribute to the primary evaluation questions within the ESOESP context.

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Chudesno, Inc.: An Experience Based Training and Development Simulation.

Kirk Hallowell, Ph.D., Matt Vosmik, M.A., and Tom Vincere, M.A.

This interactive workshop will involve teams of four participants in the design of a customized experiential training intervention for a hypothetical corporate client. The purpose of the workshop is to stimulate the sharing of creative ideas, sound practices, and problem solving strategies related to experiential based training and development (EBTD). Participants with all levels of EBTD experience are welcome.

Day: **Friday**
Time: **8:30**

Expanded Description

The field of experience based training and development (EBTD) is becoming more sophisticated and specialized. Recent advances in the field include specific processing techniques (Nadler & Luckner, 1992), integration of therapeutic interventions (Gass, 1991), and comprehensive research evaluation of training outcomes (Priest, Attarian, & Schubert, 1993). Despite these advances the future of experience based training has been questioned as faddish or inconsequential (Wagner, Roland, & Baldwin, 1991). Continued advancement of the field is essential if experiential training is to be viewed as meaningful by organizational clients.

Many experiential trainers report that the market conditions are changing for experiential programs. Corporations which were once satisfied with "a fun day in the woods" type of training experience are now looking for customized programs which are designed to meet the specific needs of their organization.

As the field grows, experiential educators are exploring new techniques such as computer simulations (Sterman, 1992), action learning sets (Kimball, 1993), and metaphoric learning (Gass & Priest, 1994) in the corporate setting. At the same time the content issues presented to the field have expanded to include disability and diversity issues (McPhee, 1993), learning organizations (Senge, 1991) and reengineering initiatives (Hammer, 1993).

In response to these rapid changes in the field, this workshop is designed to facilitate the sharing of information and creative ideas among EBTD practitioners and others interested in EBTD. The workshop will be conducted in a simulation format, providing the opportunity for each participant to actively participate in a creative process.

Participants who invest their creative energy into this workshop should:

1. Discover new ideas, techniques, and resources in the design of EBTD programs.
2. Dialogue with peers concerning the unique issues associated with EBTD programs.
3. Walk away with concrete plans and ideas for incorporation at their own training setting.
4. Experience a training simulation, itself an effective EBTD technique.

The simulation will follow this format:

Introduction and Orientation

Participants will be briefed on the purpose and process of the workshop. Participants will then form teams of four, being sure that each team consists of members with varying experience levels.

Introduction of Chudesno, Inc.

Each team of participants will be provided with a profile of Chudesno, Inc., description of the program participants, and the results of a comprehensive needs assessment. Teams will have the opportunity to ask questions of the client in a large group format.

Program Design

Each team will then be asked to develop the design of a one to three-day experiential training experience for this client. A format and some design suggestions will be provided. Recommended issues to address include:

Desired Outcomes
Selection and Design of Activities
One Original Initiative Design
Sequencing of Activities
Processing Techniques
Transfer of Learning to the Workplace
Program Evaluation

During the Program Design phase of the workshop, the presenters will play the role of the client, providing additional information as requested by the design teams.

Design Presentations

Each team will have the opportunity to present their program designs to the larger group. Questions and discussion of each design presentation will be facilitated as time permits.

This process should insure that all participants have the experience of designing a high-quality program while sharing in the support and collaboration of their colleagues.

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Preserving Our Most Critical Resource: Avoiding Burnout in the Helping Professions.

Jean Henry, M.S.

"All of me, why not take all of me,..." These words from a song popularized by Willie Nelson may often ring true. Whether preventive or a step toward resolution, get an experiential glimpse of your own level of occupational satisfaction. Learn preventive measures and identify ways our profession can nurture itself.

Day: **Friday**
Time: **8:30**

Expanded Description

"All of me, why not take all of me? ..." These words from a song popularized by Willie Nelson are all too often right on target after a few years (or months) of working in a field within the helping professions. As experiential educators we are, indeed, among the "helping professions." There are a number of common characteristics of these fields that have a lot to do with the emergence of this feeling of being consumed or absorbed by our work to the point that we feel the urge to escape to reclaim our selves: changes in society, societal perception (or misperception) of our profession, long hours, intense and prolonged contact with clients, low compensation, poorly defined professional vision ... unfortunately, the list can go on.

The theme of this conference is "Experiential Education: A Critical Resource for the 21st Century." What more critical resource do we have than ourselves? Set aside all of the of evidence of the efficacy of the experiential approach, the benefits and values to our clients, the social growth possibilities, the connectedness to our environment, the therapeutic value of the experience. If we lose our providers - our most talented and dedicated professionals - to other professions which appear to provide more satisfaction and greater rewards, what will be the state of our union in the 21st century? Who will deliver this great resource of experiential education to the people? Where and who will we be if the visionaries in our field abandon the vision or the practitioners move on because they are not getting what they need and they can't quite put their finger on what that need is?

Occupational stress is an extremely difficult construct to define. We can say it is stress on or related to the job; but, stress on the job (or anywhere) occurs in the person. Since everyone brings to the job a level of predisposition to be stressed and a whole set of filters through which to perceive and define stress, a discussion of occupational stress can easily become hazy. There are several sources of occupational stress. Some commonly recognized categories of stressors are: things that are intrinsic to the job, things related to the employee's role within the organization, issues related to career development, relationships at work, and characteristics of the structure and climate of the organization. Add to the pot extraorganizational sources of stress (stressors from outside the workplace and outside the worker), mix well, and you have the perfect recipe for generating symptoms of occupational health problems that may develop into full-blown disease or burnout.

To prevent or resolve occupational stress and burnout, it is necessary to understand where it comes from and how it manifests itself in each individual. This workshop first provides basic information regarding how occupation relates to stress and disease. It then offers participants an opportunity to assess their own level of job satisfaction. Using an experiential approach, participants gain a more personal understanding of some of the more common sources of job stress, and small work-groups investigate and practice long-term and quick-and-easy interventions and coping strategies - both proven and theoretical techniques. The wrap-up will challenge the entire group to begin to create a common vision of experiential education that will provide a strong foundation of spiritual and social support to sustain us in the pursuit of our mission.

Specifically, the field of experiential education makes a number of fairly rigorous demands on its practitioners. We are expected to have college degrees, have additional practitioner licenses, be trained and experienced (enough to instruct others) in a very wide range of specialized activities and skills, work sporadic hours in very long stretches (often around the clock), provide both physical and emotional support for participants, spend an inordinate amount of time explaining to others what we do and how we do it, and do it all for compensation often bordering on the poverty level. So why are we still here? How fully are we still here? How can we insure that we will remain fully here?

Research has found a number of factors that impact degree of occupational stress: 1) There is an optimal amount of stress that is found to be healthiest. Unstressed or unchallenged workers feel underutilized and unneeded. 2) The amount of work is not as critical to health as the control the worker has over the work rate or related work processes. Employees should have input into decisions that affect them. 3) Workers report more stress when work objectives are unclear. They should know what is expected of them, know the priorities of the organization, and know the criteria for career advancement. 4) Stress is reported to be higher when workers have conflicting demands placed on them. 5) Stress is generated when workers feel they have little input into decisions that affect them. 6) Stress can elevate when workers feel they are responsible for other workers' professional development. 7) Hazards in the work environment can create stress. Dangerous tasks or work settings, high noise levels, dust, unpleasant odors, etc. can lead to illness or disease.

Burnout is a syndrome of physical and emotional exhaustion; it is an adverse work stress reaction with psychological, psychophysiological, and behavioral components. There are ways we can intervene between occupational stress and its negative consequences. We can change life situations, our perceptions or cognitive appraisal of those situations, our emotional reactions, or do something physical to use up the stress by-products. Whether we do anything or not is our choice. Attending this workshop is indicative of a choice to preserve our most critical experiential education resource for the 21st century. Each of us has chosen to increase our awareness of our personal status and direct our focus toward insuring that we are the very best resource we can be for our clients for the life of our careers.

Job Security...Not! Employability Protection is Learning to Market Yourself Aggressively.

John D. Howell

This experiential session provides opportunity for participants to quickly analyze their competencies and design personal marketing tools. These documents combined with an attitude adjustment will prove helpful for moving Into or Up in an organization.

Day: **Friday**
Time: **8:30**

Expanded Description

Goal of Session:

To be able to present personal competencies and accomplishments in a timely and business related format.

Session Objectives:

Participants will be able to:
- Write an effective qualifications brief
- Compose a dynamic biographical sketch
- Design an appropriate business card

Issues Addressed:

Self (professional) preservation in the next decade demands that employees take initiatives and promote their strengths and value to the employer (s).

Session Description:

This will provide and opportunity for participants to do a quick analysis of their competencies and will move into designing their own marketing tools. Document designed to help with getting INTO and MOVING-UP in an organization.

Focus:

Exemplary practice. "How To" presentation with focus on application. Applicable to both those currently employed or career changers.

Wilderness Emergency Medicine: The A.R.T.

Frank Hubbell, DO

A lively, hands-on workshop providing an opportunity for participants to discover the Attitude, Resources, and Techniques at the heart of wilderness medical training. Opportunities to practice skills will reinforce the principals.

Day: **Friday**
Time: **8:30**

Extended Description

General Goals & Objectives:

1. A) To promote an awareness of the Attitude necessary to deal with crises in the out-of-doors.

2. A) To demonstrate utilization of personal and group gear as well as natural Resources for first aid and rescue equipment.
   B) Students will practice improvising first aid and rescue equipment from personal/group gear and natural Resources.

3. A) To demonstrate several wilderness medical Techniques for treating injuries and explain how these techniques differ from standard street treatments.
   B) Students will practice wilderness Techniques that are different forms of treatment for common injuries.

Abstract:

More and more we are turning to the Outdoors for both training and recreation. Accidents can and do happen. Medicine is both an "Art" and a "Science." Once beyond 911 and outside our comfort zone, we may find that the "science" of medicine, which is generally the focus of first aid courses, has not prepared us to deal with medical emergencies.

Wilderness Emergency Medicine: The A.R.T. focuses on those three areas that set wilderness medicine apart from standard first aid training.

First and foremost is the Attitude: our state-of-mind as we prepare for an outing and our attitude as we approach and handle a crisis. We have to learn to be "old-fashioned" and self-reliant in our thinking and recognize our own personal strengths and weaknesses.

Then, we need to assess both our personal and group Resources to find the materials needed to manage the emergency. A tee shirt may become a sling, a ski pole, a splint, or a trash bah, an emergency shelter.

And, finally, we may have to utilize Techniques that are often not part of first aid programs. For example, splinting the fracture in the position in which it was found may result in the loss of the limb; we may need to straighten out the fracture before applying the splint.

Low Volume, High Impact Strategies for Experiential Education in the Classroom.

Hal Kuczwara

This workshop will introduce three easy to implement and process activities that can be done in the classroom: a simple magic trick, a powerful puzzle, and juggling to help facilitate the interaction to follow. A good portion of the workshop will look at the diversity of metaphors that can adapt these activities to the learning environment. Participants of all levels should come prepared to learn from and share knowledge with others.

Day: Friday
Time: 8:30

Extended Description

This workshop will introduce three easy to implement and process activities that can be done in the classroom: a simple magic trick, a powerful puzzle, and juggling to help facilitate the interaction to follow. A good portion of the workshop will look at the diversity of metaphors that can adapt these activities to the learning environment. Participants of all levels should come prepared to learn from and share knowledge with others.

The workshop will begin with a fifteen minute activity and sharing of ideas about experiential techniques and how they relate to the classroom. The facilitator will then introduce three tools/techniques for use in the classroom: a simple rope trick that anyone can make and master with minimal guidance; the "perception cube," a handmade tool that every facilitator should have in the bag of tricks; and some basic juggling. Participants will be instructed on how to make the rope trick and the perception cube. This hands-on portion of the workshop will take approximately 60 minutes. Once the tools are ready for use, the final 90 minutes will be used to practice with each and create metaphors for their use. The facilitators will share metaphors, and allow time for participants to share possible metaphors. Participants will be given an opportunity to gain some hands on experience and use at least one of the tools and a metaphor in a practical demonstration for constructive feedback from the group. The facilitator will emphasize the use of the metaphors as the key element in the process. In addition to these tools, the facilitator will demonstrate other magic, puzzles, and miscellaneous tools that can be used effectively in the classroom. All of these tools can be used effectively by anyone with a minimal amount of practice and although they are entertaining in themselves, the use of a process and meaning add an amazing amount of power to the educational aspect of the tool.

The workshop will emphasize the need for networking on the part of teachers and hopefully create connections that people can take with them back to their respective learning environments. Peer support is a critical resource for the 21st century. The ability to connect with others, to share insight and experience, is an integral part of experiential education. The process is, quite often, the product. The ideas and background that come into the workshop are as important to its success as anything that can be brought in by the facilitator. The variety and diversity of individuals are essential to the creation of useful metaphors: metaphors that are grounded in personal experience, but nurtured in empathy for those in our classrooms, our learning labs.

This workshop is open to all educators, and although it is primarily geared to classroom teachers, participation of challenge course practitioners and others is encouraged to broaden the knowledge base during the sharing of ideas. The techniques that will be demonstrated and practiced are as useful outside the regular classroom as they are in. Experiential education has for too long been seen as outdoor adventure activities, and this workshop attempts to mainstream experiential education and show that these techniques are as valid in traditional as they are in alternative education.

Hal Kuczwara is a highly motivated experiential practitioner who has been creating learning labs by using experiential techniques in the regular high school and middle school classroom for the past ten years. He is also an outdoor challenge course facilitator at West Pines Training Center in Wheatridge, Colorado.

The Spiritual Thread in Experiential Education.

Michael Lewis McGowan

This presentation will help the participant to personally identify, explore and discuss problems in human spirituality that arise form using and interpreting religious metaphors and liturgies in experiential education using an exclusively anthropological paradigm. Small groups will examine case study vignettes to identify and discuss issues such as pluralism, diversity, cultural sensitivity and political correctness.

Day: **Friday**
Time: **8:30**

Extended Description

Introduction

"Life is a game."
"The great game is life."

Both of these statements are metaphors. But who would accept either as absolutely true. Life is much more than a game; there is much more at stake.

"The whole point of seeing through something is to see something through it." C.S. Lewis

Metaphors are mere platitudes if they contain no objective information about reality and no connection with individual subjective experience. To convey meaning a metaphor must accurately encapsulate and convey accurate objective information about real human relationships and endeavors. If it is congruent with real human processes and outcomes, it's use will lend significant insight to the experience and accurate meaning can be conveyed by using it. If not, it will constitute a resounding tautology that for all it's seeming profundity will be obfuscating rather than informative

"My love is like a red, red rose that is newly sprung in June. My love is like a melody that is sweetly played in tune". - Robert Burns

Seeing through such metaphors is the most effortless element of understanding. After all they are just metaphors. The application of logic renders them sterile. Love, after all, is not a rose. A flower is representational, symbolic, of love but it is not the thing itself. Our rational proclivity is to recoil against any practical instruction derived through such sentimentalism. The romance of the dilettante may be fragile but human love is not so fragile and delicate. It requires strong, courageous, patient and compassionate action.

"A rose is a rose is a rose". - Gertrude Stein

When rationality approaches sentiment with stout chains to bind it the deeper purposes and meanings of experience are not so much destroyed as they are simply explained away. When rationality succeeds completely understanding of relationships, connection and meaning are lost and the "nothing-but-ness" of existence is accomplished. Both cynicism and sentimentality are to be avoided in favor of finding accurate metaphors; ones that are commensurate with our capacity and potential as human beings.

A dog, lying in manger, would neither eat the barley herself nor allow the horse, which could eat it, to come near it - Aesop

Operationalizing reduced paradymes as the basis for interpreting spiritual experiences denies to the individual the opportunity to find personal understanding in his or her own experience. The door to spiritual exploration and meaning is slammed and nailed shut by a teacher or leader that adamantly commands "There is nothing there but what I tell you". When leaders view and use metaphor merely as technology, as a pedagogical method for interpreting profound human experiences they have plumbed and reached the depths of cynicism.

Real spiritual celebration allows people to see through both sentimental and cynical metaphors. Evil that is metaphorically ascribed to the gods or to fate and not to our individual selves lets us off the hook quite nicely. After all good and evil are both out there and it matters not at all what I do. On the other hand the popular bumper sticker philosophy "Shit Happens" assuages the individual's frustration with the tough choices in life but does little to motivate him or her to grow and attempt to hit the mark of human capacity and potential. The metaphors one ascribes to fills each moment with the consequences of believing as he does. If his concept of "god" is so small he inevitably takes on the characteristics of a diminished and rigidly dichotomized godhead.

Neither goodness or evil in the world should be trivialized by attempting to rationalize or explain them away. In the real world people sometimes make poor judgments and decisions and as a consequence bad things happen. When they do, one may blame oneself, blame the guide, blame society, or blame God for creating such a world where pain and tragedy are possible. Pain and tragedy, however, can be transformed by the actions of the individual. Human being is where simple evil may be acted upon to create the complex good; and goodness is always predicated upon the choices and decisions of individual persons. We may react to evil by withdrawing, becoming bitter and cynical, taking our hurt, fear, anger and frustration out on every one in every situation. But the mere existence of evil and pain in the world never gives us permission to give up and go home. The occurrence of evil always is the very real reminder that we must rise to the context of our being and seek to realize our potential individual goodness, excellence and beatitude. With this perspective, the pain, tragedy, shame, fear and weakness of others become very real opportunities for us to learn and practice common respect, courtesy, courageous leadership, compassionate service and self sacrifice. Our personal weaknesses become very real opportunities both for taking the initiative in our own growth and development and cherishing the compassion of others.

Experiential education does not purvey "metaphorical" journeys to human maturity, spiritual insight, connection and meaning. People really do learn sensitivity, awareness, self control, courage, justice, fairness, honesty, faith, hope, compassion and love by realizing real relationships; in literal endeavors of service, self sacrifice, leadership, fellowship, friendship, craftsmanship, stewardship, sportsmanship, scholarship, art, and worship. These experiences are meaningful, not because they are metaphors, but because they are practical solutions to very real human problems. We are at play in a consequential universe. Playing with the stuff of the universe enables accesses both the rational and the non-rational elements of our being where the literal and the symbolic, the temporal and the eternal fuse in the "Great Dance" of being, becoming, finding, creating, understanding through joyful celebration.

Part 2 - Administer self assessment Scale

Please answer the following 33 questions. Your individual answers will be kept strictly confidential and will in no way be personally identified in the findings of the research project.

1) Native Americans are more sensitive to environmental exploitation than European Americans — Yes ___ No ___

2) White Americans have more responsibility to end racism than people of color because they are in positions of political power. — Yes ___ No ___

3) Men have more responsibility for ending the practice of sexism than women because they are in positions of power in employment and government. — Yes ___ No ___

4) Many religious people tend to be dogmatic and closed minded fanatics. Yes ___ No ___

5) White males perpetuate economic and sexual inequality because they are afraid of losing their privileged position in American society. Yes ___ No ___

6) Many heterosexuals tend to be homophobic Yes ___ No ___

7) Overly educated people often lack "Soul". Yes ___ No ___

8) People employed in fast food restaurants and gas stations tend to be functionally illiterate. Yes ___ No ___

9) For the most part marriage exploits women to the benefit men. Yes ___ No ___

10) College Professors tend to be more open minded than blue collar workers. Yes ___ No ___

11) Homosexuals tend to be more tolerant than heterosexuals. Yes ___ No ___

12) Spousal abuse of men by women is rare. Yes ___ No ___

13) Slavery was unknown in America prior to the arrival of Christopher Columbus. Yes ___ No ___

14) People of Northern European extraction are the most responsible for the current destruction of the Ecosystem. Yes ___ No ___

15) The Roman Catholic Church is insensitive to the needs of women. Yes ___ No ___

16) No white man has ever been convicted of raping a black woman in Alabama. Yes ___ No ___

17) The media is impartial in it's presentation of gay and lesbian life styles. Yes ___ No ___

18) Violence committed by women is more often an act of self defense than an act of aggression. Yes ___ No ___

19) Sexual preference is determined by heredity. Yes ___ No ___

20) Women are more concerned about the environment than men. Yes ___ No ___

21) Native Americans have never directly contributed to the extinction of an animal species on the North American Continent. Yes ___ No ___

22) Choosing a gay or lesbian lifestyle is more honest than struggling with homosexual sexual feelings or desires. Yes ___ No ___

23) Eastern and Native American forms of religion are more valid than Christianity because they are natural. Yes ___ No ___

24) The entertainment industry is impartial in its presentation of religious people on television and the movies. Yes ___ No ___

25) The vast majority of people killed in the "The Holocaust" were Jews. Yes ___ No ___

26) People from rural areas tend to be more prejudiced than people from urban areas. Yes ___ No ___

27) People over the age of seventy should undergo mandatory screening in order to have their drivers license renewed. Yes ___ No ___

28) High school students today are not as socially conscious as students were in the sixties. Yes ___ No ___

29) Men seek divorce more often than women. Yes ___ No ___

30) Rural people tend to be more culturally backward than people from the suburbs. Yes ___ No ___

31) People who smoke cigarettes are insensitive to the needs of others. Yes ___ No ___

32) Members of Evangelical Christian Organizations tend to be less well educated than people in other denominations. Yes ___ No ___

33) The treatment of Israel by Moslem countries is largely caused by Israel's treatment of Palestinians in Israel. Yes ___ No ___

After you have completed the questionnaire, please turn it over and remain seated until the test administrator requests you to return them. Thank You . Your cooperation is very much appreciated.

Group Discussions

Part 3 - Read and Discuss - Spiritual conflict in programs vignettes.

1

You are the course instructor on a 28 day adventure course of college age students. The group has just come off of their three day solos. The group is well rested and obviously glad to see each other. All in all judging by the looks of the group, the solo experience appears to have been very successful. That evening the group and you are sitting around the fire talking about their experiences in an informal sharing circle. When it comes to Bill he sits staring into the fire for quite a while. The other group members in a effort to make him feel at ease encourage him to share his experience with the group. After much encouragement from the group Bill finally begins to share his experience.

"During my Solo I did a lot of soul searching. "I thought about what is going on in the world - how much pain and suffering there is and how much violence there is and how so much of it is done in the name of Jesus Christ. I decided right there and then that Christianity is bunk and that Christians are just trying to manipulate and control other people; to get their money and to make them do what they want them to through guilt trips and shame. Christianity is bull-shit!

Other members of the group verbally voice their agreement with him and begin sharing their own opinions about religious people peppering their comments with words like ass-holes and fanatics. As you look around the group every one appears to be agreeing with Bill. One of the students turns to you and asks: "What Do You Think?"

2 Same as #1 until -

"During my Solo I did a lot of soul searching. "I thought about what is going on in the world - how much pain and suffering there is and how much violence there is and how so much of it is done in the name of Jesus Christ. I decided right there and then that Christianity is bunk and that Christians are just trying to manipulate and control other people; to get their money and to make them do what they want them to through guilt trips and shame. Christianity is bull-shit!

Other members of the group verbally voice their agreement with him and begin sharing their own opinions about religious people peppering their comments with words like ass-holes and fanatics. As you look around the group some members of the group are obviously shocked and hurt by these statements but they say nothing. One of the students turns to you and asks: "What Do You Think?"

3 Same as #1 until -

"During my Solo I did a lot of soul searching. "I thought about what is going on in the world - how much pain and suffering there is and how much violence there is. On the last day and after not being able to sleep very well the night before I finally decided to give my life to Jesus" I knelt down right there in the desert at my solo sight and prayed After I did it I got the most peaceful feeling I have had in along time. I still have it and I want you to know that I am praying for you; that you may find him too!

Several other members of the group are heard to say things like "Hallelujah, "Praise God" and "Thank You Jesus!". After all the encouragement subsides Sally who is sitting next Bill begins to tell about her solo. One of the students sitting next to you whispers "Aren't you going to do something about that?"

4

You are a co-instructor on a 28 day adventure course of college age students. The group has just come off expedition and as they are preparing to go on their solos. Through out the course one of the students from suburban Boston, Bill, has been going on and on about Native American lore. During the wild edibles class it became obvious that what Bill knows about Native American culture he learned from the movies "A Man Called Horse" and "Dances With Wolves". Bill, is obviously very excited about the prospect of going on solo and as the group is making preparations, you hear him talking about Lakota sundances and vision quests with other members of the group. After the group is packed Sue your co-instructor and you brief them thoroughly on the safety protocols for solo, issue rations and water and then the take each student to their individual solo sites.

The following morning, you have just finished checking the students at their solo sites that were assigned to you. As you come into base camp Sue says she needs you to come with her right away because there is something she feels you need to see. She leads you quietly and carefully to a thicket close to Bill's solo site. Sue motions for you to crouch down next to her in the thicket where he cannot see you. From there you are surprised to see Bill standing completely naked, his face and body streaked all over with charcoal and bright yellow clay, and his arms outstretched before a little fire that he has made. Sue tells you that he was standing exactly like that when she first came to check on him at 6:00 am and that he was still like that at 7:30 when she returned from checking her other students. You check your watch. It is now almost 8:30.

Then as you and Sue watch, Bill places all of his solo rations upon the fire and pours his 3 full milk jugs of water on to the ground in a big circle around his solo site. Then returning to stand before the fire he raises his hands over his head and shouts "Oh Wankan Tanka! "Accept this sacrifice of food and water." He begins chanting "Hey-Yey" "Hey Yeh" "Hey Yeh, Yeh, Yeh" over and over again. Sue turns to you and says "You know". "I think he maybe did this all night last night!"

5

You are attending a two day conference on experiential education at a regional university. The conference has been very successful from the key note address through the small group sessions. You have enjoyed the conference immensely. At the last scheduled event of the conference all of the participants have gathered to hear an address by Emerson Thundercloud, a tribal elder of the Potowatami nation. Mr. Thundercloud begins his address by having the audience move all the chairs to the side of the gymnasium and sit on the floor in a large circle. After the group is settled, Mr. Thundercloud, who is wearing the ceremonial clothing of a Potowotami holy man, begins to play a hand drum and dance around the inside of the circle, singing in his native language. After making several circuits of the room he stops and standing in the middle of the circle and he proclaims loudly to all present: "The Great Spirit 'Tunka Shiela' is here". "He has brought me here to tell you", "You, The White Ones", "The Late Comers", "You too are to become part of the Great Wheel" "You too can learn to walk the red road of life". "First you must learn to dance and to sing in a sacred manner." He then begins again to chant and dance around the circle, this time dusting each member of the audience with a branch of sage brush as he comes to them. You notice that a young white man in a suit and tie who is sitting across the circle from you is becoming visibly agitated as Mr. Thundercloud dances closer and closer toward him. Long before Mr. Thundercloud reaches him, the man gets quietly up and leaves by the nearest exit. Mr. Thundercloud continues with his presentation as though nothing had happened eventually having the whole group stand and dance a round dance while he drums and sings several songs in the Potowatomi language. Many of the participants are smiling and you can tell that the closing ceremony really reinforced the feeling of community developed at the conference.

Afterwards, you see that same young man in the lobby where several of the other participants at the conference are engaging him in conversation. You overhear one of them say. "How can you be so disrespectful to just get up and leave in the middle of the closing session?" One says "Man!" "You are really closed minded". The young man protests "I will not pray to a Spirit I do not know or in a language I do not understand". One of the group obviously aggravated by his answer says. "That's right if they don't say what you want them to say, just stuff your ears and walk away!" It is obvious from the look on the young man's face that he is hurt and frustrated. As you walk by the young man catches your eye. You turn to him and say . . .

Part 4 - Pull Groups together for Discussion and Wrap up.

Bringing experiential education into the mainstream: Lessons from the expeditionary learning schools.

Patrick McQuillan, Richard Kraft, Andi O'Conor, Scott Marion, Paul Michalec, and Maria Timmons,
Graduate Students, University of Colorado, Boulder, CO.

If experiential education is to be a "critical resource for the 21st century," it seems imperative that this resource be understood both as a theoretical approach to education and learning as well as a practical approach to educational change. To do this, certain issues must be addressed. First, there needs to be a clear sense of just what about experiential education offers potentially promising directions for American education. Second, there is a need to understand how change and reform can be institutionalized. Third, for experiential education to make inroads into mainstream educational settings, proponents of this approach must be prepared for these concerns and have some means by which to address those that are raised. With these concerns in mind, our proposed session seeks to address all three of these concerns as well as providing participants with hands-on experience in developing their own forays into experiential education along the lines of what are known as "learning expeditions" that are attuned to the practical implications suggested by our findings.

Day: **Friday**
Time: **8:30**

Expanded Description

If experiential education is to be a "critical resource for the 21st century," it seems imperative that this resource be understood both as a theoretical approach to education and learning as well as a practical approach to educational change. To do this, certain issues must be addressed. For one, there needs to be a clear sense of just what about experiential education offers potentially promising directions for American education. Phrased somewhat differently, what about experiential education could be used by mainstream educators to improve the education received by students? Which forms of experiential education seem promising? Second, as research clearly indicates, most educational reforms to date have had little effect on the workings of schools (e.g., Cuban 1990; Firestone et al. 1989; Futrell 1989; McQuillan and Muncey 1994; Muncey and McQuillan 1993; Wehlage et al. 1991). As with any of the other myriad reforms proposed for American education since the publication of "A Nation at Risk" in 1983, there is a need to understand how change and reform can be institutionalized. Otherwise, great ideas will have little or no positive impact. Third, and closely related to the previous point, any effort to alter the status quo (in whatever setting one chooses) is likely to encounter some resistance from those who are comfortable with the status quo and/or who feel threatened by proposed changes. Consequently, for experiential education to make inroads into mainstream educational settings proponents of this approach to teaching and learning must be prepared for these concerns and have some means by which to address those that are raised. With these concerns in mind, our proposed session seeks to address all three of these concerns as well as providing participants with hands-on experience in developing their own forays into experiential education along the lines of what are known as "learning expeditions" that are attuned to the practical implications suggested by our findings.

The research on which our findings are based derives from an ongoing evaluation of a collaborative effort by Outward Bound USA, the Academy for Educational Development, Educators for Social Responsibility, Facing History and Ourselves, Harvard/Outward Bound Project, and Project Adventure known as "Expeditionary Learning: A Design for New American Schools." This project began in response to President Bush's call for educational reform, known as America 2000, and its associated school reform initiative, the New American Schools Development Corporation (NASDC). Having been awarded a multi-year, multi-million dollar grant to implement their proposed reforms, this collaborative effort established "expeditionary learning" (EL) schools in six sites across the country. One prominent feature of these reforms is their emphasis on experiential education. Specifically, the learning expeditions that are a central part of these schools' curricula incorporate intensive, real-life challenges, interdisciplinary learning, a strong service ethic, cooperative as well as individual challenges, reflection, constructive risk-taking, and preparation for the unknown. Our papers are focused on this aspect of these schools' efforts.

The following are our proposed papers, all of which address one or more of the previously-noted concerns:

Session #1: "Experiential Learning as a Metaphor for Promoting a Shared Vision in School Reform," Patrick McQuillan

While school reform is a notable topic on the American national agenda, considerable evidence suggests that substantive change has occurred in few school settings. In great part, this trend reflects a failure to appreciate the role played by culture in school reform--culture being the beliefs and values of the larger society as well as those prominent within our schools and educational systems--although belief clearly plays a key role in school reform (Anderson 1991; Hart 1990; Inbar 1993; McQuillan and Muncey 1994; Muncey and McQuillan 1992, 1993, n.d.; Pintrich et al. 1993). Contrasted with typical one-shot, in-service programs on school reform, the shared understandings generated by experiential learning processes (in particular, extended outdoor adventure experiences), promote a clearer vision of the goals of reform as well as the means for realizing them--among teachers as well as students--thereby enhancing the likelihood that reforms will endure.

Session #2: "Expeditionary Learning in Theory and Practice," Andi O'Conor

This presentation examines Outward Bound's concept of Expeditionary Learning (EL) by addressing the following questions: What is a "learning expedition", how is it constructed, and what theories of education guide the implementation of Expeditionary Learning? Specifically, this paper relies on ethnographic data to looks at how EL has been implemented on a day-to-day basis in two school settings, one an urban middle school, the other a vocational high school. In doing so, this paper fits EL into broader theories of experiential education and discusses the possible use of EL as a tool for "reculturing" (as opposed to restructuring) schools.

Session #3 (Scott Marion) "Standards and Assessment in Experiential Education"

While experiential education in various forms has gained increased acceptance throughout the educational system, somewhat ironically, its popularity has also made it an object for resistance, among community members and skeptical educators alike. One prominent concern raised with regard to experiential education is that it isn't real learning. Acknowledging the potential impact of this criticism, this paper describes various means by which newer forms of assessment (e.g., performance-based assessments, portfolios, and exhibitions) can be integrated into experiential learning settings so that the benefits of experiential education are realized while concerns with standards and assessment are addressed as well.

Session #4: "Is There Learning Without Reflection?", Paul Michalec

Reflection has long been one of the key components in experiential learning. John Dewey refers to reflection as the principle that can organize the chaotic experiences of learners into interpretable forms of knowledge. Two recent attempts to integrate experiential techniques into educational settings (university and secondary) highlight the importance of reflection and point to new avenues of scholarship and practice for experiential educators. In both cases, the quality of the student learning was lessened due to the inability of educators to adequately construct reflective educational settings, thereby suggesting the need to promote a greater understanding of this critical piece to successful learning. In addition to describing some common shortcomings that emerged in both settings, this presentation outlines some means to address and resolve these shortcomings.

Session #5: "Are We Really All That Different?: Finding Common Ground for Experiential Education," Maria Timmons

Misunderstanding and a lack of dialogue have hindered many progressive movements in education. At present, resistance from traditional Christian groups is repeating this counter-productive cycle, as concerns are raised with such innovations as outcome-based education, performance-based curricula, and experiential learning. Using concerns raised at one Expeditionary Learning site to highlight the language and themes which often trigger such debate, this workshop recasts experiential education into a theoretical, research-based framework that relies on less value-sensitive language. The paper stresses the common ground that exists between these apparently oppositional groups and identifies areas where differences may be difficult to reconcile.

Session #6: "Institutionalizing School Reform," Richard Kraft

At first, school reform efforts are often embraced because of their close association with powerful and influential individuals within an education system (e.g., principals, department chairs, or superintendents). However, our research has shown that such individualized and charismatic support is inadequate for educational reform to endure beyond the tenure of such individuals (whose tenure is often jeopardized by the very demands placed on them as a consequence of being seen as the spokesperson for such changes). This paper describes those conditions that promote more inclusive and enduring reforms.

Session Format

The format we propose for our three-hour session is to have each presenter spend 15 minutes delivering her/his paper, allowing five minutes for questions (two hours total). The final hour would involve a workshop in which the implications for practice derived from our papers would be taken into account as participants design their own learning expeditions. For instance, Ms. O'Conor's session would offer participants a general understanding of what a learning expedition is. With this overarching construct in mind, they would then, in groups (perhaps according to areas of disciplinary interest), design their own learning expeditions, incorporating the lessons suggested by the other papers. Derived from Ms. Timmons' presentation, for example, participants would practice identifying potential "red flags" in the language used by experiential educators and would try to avoid such language when designing their expeditions. They would also be helped to consider how one could make reflection a critical piece to this learning experience and how standards and accountability could be integrated with such reforms. Finally, in line with the papers presented by Mssrs. Kraft and McQuillan, participants would be encouraged to think about how their learning expeditions might promote a sense of shared values among those students and teachers involved in these exercises, as well as to consider what structural supports must be in place for such educational experiences to become a part of normal school routine. The session would end by having each group present and explain their learning expedition.

Potential Audience

Given the nature of this workshop, it would seem to be an especially valuable experience for practicing educators who are interested in making experiential learning a larger part of their teaching. It would also be useful for administrators and educators who are already doing such work but who are interested in seeing what others are attempting.

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Exploring Issues of Power and Money: Classism in Experiential Education Programs.

Bill Proudman

This experiential thought provoking workshop will address the unspoken issue of classism within this profession. Our conditioning is so pervasive and invisible on this that for too long it has gone unnoticed and/or unaddressed. We will work to identify forms of classism in our programs and personal conditioning and work to develop next steps to undoing the destructive effects that keep our programs working from a scarcity paradigm.

Day: **Friday**
Time: **8:30**

Expanded Description

Classism is the unspoken ism in the U.S. To many, the notion of the American dream (pulling oneself up by the boot straps) has blurred our vision to the class lines that exist in this country.

This workshop will address the effects of classism on us a working professionals in the experiential education field. Specifically, the workshop will assist participants with uncovering some of the assumptions and mis-information we have about class roles and our views about money and power.

Some of the questions that will be raised:

> What were the unifying precepts that surrounded the creation of AEE? We were created out of a negative reaction to existing mainstream systems rather than as a firm belief about what we can co-create.
>
> What "norms" have been established in the experiential education movement (AEE) that relate to issues of power, money and social class ~
>
> What effect do our attitudes about money play in shaping the professional directions of our profession and organizations?
>
> What keeps us from being more collaborative with other organizations?
>
> Why does AEE seem to be anti-corporate, anti- mainstream education? Where do those attitudes stem from?
>
> What intersection does classism play with sexism, racism and other forms of oppression? What intersection is their with the work ethic in non-profits (work hard for the cause; get paid little)
>
> Are field instructors AEE's working class or upwardly mobile highly educated folks temporarily adopting a "downwardly mobile" stature?
>
> How do personal views about money affect this profession? Is it good? bad? How does my perception of money (or the lack of) affect me in living my like and working professionally?
>
> What norms has this field adopted about leadership?
>
> How has male conditioning about independence affected wilderness programs view of one another and society's needs?

The workshop agenda will be a mix of experiential pieces abut how we have personally created our attitudes and beliefs about our own social and economic class. The workshop will utilize small groups discussions, one on ones, role playing to investigate the effects of classism.

Workshop Goals

This workshop will seek to:

1. assist participants with better understanding what personal and systemic class identification looks like.
2. assist participants with uncovering their conscious and unconscious attitudes and behaviors influenced by social and economic class stratification.
3. examine how our class conditioning has affected the experiential- education field and specifically AEE
4. develop personal next steps with creating organizations and an AEE that is inclusive of all voices and allows us individually and collectively to realize our full potentials.

Conflict Resolution in Schools: An Experiential Model.

James A. Schmidt, MSW
Frank M. Sanders, MA

Conflict management and resolution in our schools continues to receive considerable attention. Numerous efforts have been designed to implement "peer" programs to manage conflict in educational settings. In the spring of 1994, the workshop leaders assisted the Chattanooga Human Relations Commission and Orchard Nob Junior High School under the auspices of the School-Business Partnership Program to implement a training program for seventy-five Junior High students. Based on this experience and over fifty years experience working with young people from a variety of backgrounds, the principals have developed an experientially based training program which holds promise of being effective in conflict management training.

Day: **Friday**
Time: **8:30**

Expanded Description

Conflict management and resolution in our schools continues to receive considerable attention. Numerous efforts have been designed to implement "peer" programs to manage conflict in educational settings. In the spring of 1994, the workshop leaders assisted the Chattanooga Human Relations Commission and Orchard Nob Junior High School under the auspices of the School-Business Partnership Program to implement a training program for seventy-five Junior High students. Based on this experience and over fifty years experience working with young people from a variety of backgrounds, the principals have developed an experientially based training program which holds promise of being effective in conflict management training.

The focus of the program is on personal responsibility for making those decisions which affect our lives. It is based on a set of values that transcend time. Thus, it is a self-empowering process.

The training program provides a learning opportunity which brings together students and teachers in a structured system of problem resolution. Use of "gaming" and other experiential methods are used to help trainees understand various conflict resolution methods and process designed to provide win-win situations. Differences in litigation, arbitration, negotiation and mediation are explored. Special emphasis is placed on mediation as a process to resolve and to reconcile differences.

Elements of the Workshop include:

1. Structuring of the Program
2. Selection of Participants
3. Training Student and Teacher Participants
4. On-going Support and Training
5. Quality Management
6. Evaluation

Most of the workshop will be experiential based training initiatives (see # 3. above).

Brief Description of Presentation

Conflict management and resolution in our schools continues to receive considerable attention. Numerous efforts have been designed to implement "peer" programs to manage conflict in educational settings. In the spring of 1994, the workshop leaders assisted the Chattanooga Human Relations Commission and Orchard Nob Junior High School under the auspices of the School-Business Partnership Program to implement a training program for seventy-five Junior High students. Based on this experience and over fifty years experience working with young people from a variety of backgrounds, the principals have developed an experientially based training program which holds promise of being effective in conflict management training.

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Shamanic Powers For the 21st Century.

Dr. Tom Smith, Ph.D.

The many "sicknesses" of our species (egotism, narcissism, prejudice, greed, violence, hatred, alienation, cynicism, etc.) can be "cured" by the challenge/adventure methodology. Challenge/adventure leaders may well become the "Shamans of the 21st Century," facilitating growth, learning, and "healing" of individuals, groups, corporations, and communities. We have guided groups through team courses, on canoe trails, and to mountain tops; now it is time to guide humankind's transformation. We shall share our healing energies and our visions of hope, and experientially learn strategies for the 21st Century.

Day: **Friday**
Time: **8:30**

Expanded Description

The definition of shamanism and the functions of the shaman have varied through history and from society to society. While the role of the shaman as spiritual leader/prophet or as medicine man/healer has been given the most attention in the literature. However, there are other dimensions of the shaman .

> "Usually, the shaman has been studied from the point of view of his role in religious life. As a result, his participation in other phases of cultural life has been largely ignored... or has emerged only as a by product of the usual investigators preoccupation with religion."
> (Park, 1938)

In his classic study of shamanism, Mircea Eliade found the word has been used for everything from medicine man to magician, from priest to sorcerer, from wizard to witch, from teacher to therapist, and from poet to seer. In some societies, singers, chanters, drummers, magicians, and poets have been recognized as having shamanic powers, being able to stir the imagination of others and lead them towards new awareness's.

When reduced to most basic form, the goals of challenge education can be seen as threefold:

(1) To enhance the self-concept of each person, empower them for their journey along life's trails, and release their potential to become all that they can become.

(2) To guide people to increased awareness and appreciation of the interdependency of all humankind as it evolves and transforms to become all that it can become.

(3) To make people aware of the interdependency between humankind and the Earth, and of their responsibility for contributing to the Earth itself in its quest to become all that it can become.

These goals are global enough to encompass more specific goals of psychological, social, and environmental nature. In terms of consciousness, it could be said that the goals of challenge education are in the realm of self-consciousness, social-consciousness, and environmental-consciousness. Some would suggest a fourth goal, in the realm of spiritual-consciousness, but it is better to recognize that the highest levels of consciousness in all three of the other realms is of a spiritual nature. In addition, a spiritual consciousness is a unifying holistic perspective that recognizes the basic interconnectedness of the three basic goals or modes of consciousness.

The challenge/adventure/outdoor/experiential methodologies offer new paradigms for education, counseling, healing, rehabilitation, and personal growth. In the traditions of shamanism, the challenge/adventure leaders of the 21st century will guide students and clients to improved psychological, social, and spiritual health.

The many "sickness's" of our species (egotism, narcissism, prejudice, greed, violence, hatred, alienation, cynicism, disrespect of others and of the Earth, etc.) can be "cured" by the challenge/adventure methodology. Challenge/adventure leaders may well become the "Shamans of the 21st Century," facilitating growth, learning, and "healing" of individuals, groups. corporations, and communities. We have guided groups through teams courses, on canoe trails, and to mountain tops; now it is time to guide humankind's transformation.

This will be an experiential workshop. After brief overview as above, the group will be facilitated through an experiential journey of discovery of their own personal powers. The sequence will reinforce participants awareness of the growth and healing potentials of the challenge/adventure methodology, and guide them to learning of strategies for working with others.

There will be exercises adapted from traditions of the East, the West, the Native American Indians. We will learn about, and share, our healing energies and our visions of hope. As with shamans of the past, we will vision the future, tap into our inner knowledge and resources, and then reach out to each other to cultivate energy and strategy for the desirable transformation of humankind.

Putting Orienteering In Your Youth Program.

Al Smith, M.S.Che.

This session is intended for teachers and leaders of programs for 7-16 year old children. Topics include: what is orienteering?; how to introduce orienteering into a program easily and inexpensively; the fun of orienteering; and programs and resources available. Highly experiential and interactive.

Day: **Friday**
Time: **8:30**

Expanded Description

PUTTING ORIENTEERING INTO YOUR YOUTH PROGRAM

By now it seems that most people know that orienteering is the activity of finding one's way with the aid of a mop (and, to a lesser extent, a compass). It can be done as a competitive sport with the winner being the person or group who finds a number of locations on the may pin the shortest time. It can also be a hike under not time pressure with the goal being simply to test one's map and terrain-reading skills. Or it can be the practical task of finding the store one wants in a large shopping mall

The purpose of this workshop is to convince the participants that orienteering in a school or youth program can be:

(1) Fun for the youngsters
(2) Very educational
(3) Easy to develop and implement.

The workshop is very experiential. Most of the time is spent playing games which demonstrate the three attributes listed above. Some time is spent discussing other ways the orienteering "game" can be played and where to go for help.

After introductions, the participants are given a simple may with which to find several locations. At each location is the name of a well-known store. The participants are required to write down the name of each store and a major product from it (to prove they have been to the location). The purposes of the game are to demonstrate the usefulness of a simple sketch may and the practical value of being able to read a map.

Next, there is a video tape which tells what orienteering is, illustrates many of its educational values, and captures the fun and excitement of an orienteering competition for young and old. The participants again spring into action with skill-building exercises with a compass and their own pace. Now they can set direction and estimate distance. With more practice using a map they can become expert orienteers (and orienteering leaders).

The next exercise is a "star relay" in which individuals or groups find one location at a time using their map, and report back to the exercise leader. This is a good exercise for beginning orienteers because it gives the leader several opportunities to help the participants who may be having navigational problems.

Finding suitable maps is always the first concern of an orienteering program leader, so some time is spent discussing where maps can be found and how to make simple maps. This culminates in the participants breaking into small groups and making their own sketch map of the area around them.

The next concern of the orienteering program leader is designing the orienteering course, i.e., deciding what set of locations is to be found. After discussion about the principles involved, the participants design a simple course on the maps they have made, and then run (walk?) each other's courses. This is followed by a discussion of their experiences and reactions.

While the participants are catching their breaths, there is a brief lecture on the dozens of different variations available on the basic theme of map-reading and navigation. To illustrate one basic form, called "score" orienteering, a "Trivia-P" exercise is presented. Here groups are required to find as many locations as they can in a fixed length of time, answering trivial questions about each location to prove they have been there. This exercise is especially suited for older children and adults. It can also be a valuable group-building exercise as groups have to plan the most efficient strategy for finding the maximum number of locations.

By this time the participants want to know where they can get help in putting on their own program "back home", so time is spent discussing resources such as local parks and recreation departments, and local orienteering clubs. A company specializing in orienteering books, equipment, and helpful advice is:

A&E ORIENTEERING, INC.
74 Decorah Drive
St. Louis, MO 63146
Phone/FAX 314-872-3165
Al and Edie Smith

The final period of the day is spent in a group discussion reviewing what has been learned and what each member of the group intends to do with his or her new knowledge. The group also discusses solutions to potential problems they may foresee in introducing orienteering into their programs "back home."

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Adventure Applications With Reengineering Efforts.

Ann Smolowe, C.P.A.

We know that dramatic organizational changes affect teams and their leadership in dramatic ways. The ability for teams to be or to become high performing in the face of rapid innovations is critical to success. Having a chance to play together and learn about one another in a different way can be helpful in beginning the process of mobilizing and preparing new and established teams, managers, staff and key stakeholders in the implementation stages of reengineering. This workshop will address Project Adventure's unique response to these particular business challenges and will focus on people as critical dependencies in three ways: One, Skill building for Creating High Performance Teams. Two, Team Building for Process Redesign/Continuous Improvement. Three, Development of Leadership skills.

Day: **Friday**
Time: **8:30**

Expanded Description

Adventure Applications with Reengineering Efforts

The use of Adventure has many applications with corporate teams and other professional audiences. In our recent work with companies undergoing reengineering efforts and dramatic organizational change, it has been our experience that Adventure is used most consistently in the following three areas:

- Skill Building for creating High Performance Teams
- Team Building for Process Redesign/Continuous Improvement
- Development of Leadership Skills

This workshop aims to share Project Adventure's Professional Development Strand approach to designing programs in these three areas. The presentation will have particular appeal to individuals already working with corporate and professional groups and/or folks who are thinking of expanding into the professional market. This session will combing hands-on and discussion addressing the following:

Skill Building for creating High Performance Teams

Skill building experiences are designed to help individuals understand the dynamics and benefits of teamwork. These experiences enhance individuals' awareness of the strengths they bring to a team and how their behaviors impact a team dynamic, particularly during the unrest associated with restructuring. Critical components include problem solving, conflict management and understanding the stages of group development. Individuals are immersed in an experiences can often be effectively designed with out an in-depth needs assessment and follow-up process. This will be demonstrated by engaging participants in a custom designed skill building activity.

Team Building for Process Redesign/Continuous Improvement

Team building experiences are designed to help intact teams recognize old norms of behavior and/or define and develop new ones they will need to manage the future. Our work is focuses on helping participants develop necessary norms of behavior with new teams coming together for a specified project and/or defined period of time. Our designs also create an opportunity fro intact teams that already have defined norms of operation to learn how to constructively manage conflict, critically solve problems and modify behavior for positive change. Team Building experiences must include a needs assessment and follow-up process to ensure a lasting and sustainable impact over the long run. Participants will be exposed to two-fold tools that can be used in both the needs assessment and follow-up phases.

Development of Leadership Skills

Leadership development programs are designed to help individuals define the qualities of effective leadership and understand their own preferred style of leadership and its impact on teams and groups. The use of co-facilitation models, instruments and inventories enhance individuals' effectiveness as leaders while exploring the impact of different styles and theories of leadership through Adventure methodologies. There's no question there is a unique and comprehensive skill set for change agents to successfully lead during the chaos of redesign demands and organizational transformation. Participants will have the opportunity to use an instrument and discuss its applications specific to change efforts.

Building Community with Seventh Graders: A Collaborative Approach.

Kate Williams

We would like to share with you the what's, why's and how's of an experiential program for seventh graders that has evolved over the past few years into a successful and rewarding experience for all involved. We plan to touch on everything from the philosophy behind the program, to the ways in which we have coordinated a variety of different offerings, teachers and outdoor leaders during the time available, to some of the nitty-gritty details of budgeting and scheduling. We hope to inspire you not to replicate what we've done, but to create programs that fit the particular parameters of your own school or program.

Day: **Friday**
Time: **8:30**

Expanded Description

Presentation Outline:

A. Just Doing It
We will begin by having participants actually do part of what we have our students do: build the structure that will define their community while out in the field. We will bring the materials; you will bring the ingenuity.

B. An Overview of Our Program
Using our new structure as a gathering place, we will take some time to explain our seventh grade program. Specifically, we will explain the overarching philosophy, the particular schedule we work with, and the ways in which we engage students in the theme of community through various offerings, from camping to exploring the urban community via Route 66.
The schedule of our program in brief: Our "Project Weeks" with seventh graders take place during three separate weeks spread out through the year. During each of the Project Weeks, regular classes are suspended, and a third of the class goes camping (managed by the Department of Experiential Education) while the remaining students participate in on-campus or local programs (managed by the team of seventh grade teachers). By the end of the year, each student will have been camping once, and will have participated in the on-campus/local offerings twice.
What's really interesting: While the schedule sometimes seems to be our main work of art, what's really interesting is the way in which the Department of Experiential Education and the seventh grade teaching team work together, and the results this has for the students. The relationship is fairly new, but we're finding that the potential is great for fresh ideas and high-level creativity, not to mention building community among both students and faculty. We'll share some of our experiences of this collaboration with you.

C. Some Specifics
With an understanding of the overall picture in place, we will spend the rest of our presentation time delving into the specific aspects of our program:

1. The Camping Program: With the help of visual aids and some samples of student feedback, we will explain this five-day program to you from the bottom up. We're quite excited about where it is now, and where it has the potential to go, and we hope to convey that excitement to you in such a way that you can take it back to your own school. A brief glimpse of what we'll be getting at: A Middle School administrator told me the other day that our camping program with seventh graders was the best and one of the few places in the school where we truly and in real ways educate for character. We hope to share with you from where and what that sort of deep education derives.

2. The On-Campus/Local Program: There has been such wide variety in these offerings throughout the year that we can't share them all with you, but we will share with you one of the more exciting.

Specifically, Mary Gaynor, a seventh grade art teacher, will describe and present in depth the process and outcome of a project she organized in which students studied Old Albuquerque High School. This is a local high school that was closed several years ago, and remains boarded up, despite the fact that it is a wonderful architectural structure in a prime location. Mary will share with you the interview process, filming and editing that the students did in order to gather the disparate information about this building and to formulate their ideas about why such abandonment happens and what one can do about it. Again, education geared toward community understanding.

D. Our Evaluation of These Programs and Our Process:
Clearly we feel quite positive about what we have going. But we don't think it's perfect, and we see lots of room for evolution and modification. We'd like to share with you some of these internal evaluations, as we feel that this may be helpful as you seek to distill out what is applicable in your own schools. We'll touch on things like budget, scheduling, and time costs here.

E. Questions and Answers:
As our goal is to give you some ideas of what has worked for us and what may work for you, we welcome your questions. In fact, we are eager to learn ourselves from you about what we can do differently and better, and we certainly want to offer our help in translating our ideas and procedures to meet your needs. So bring your best queries!

Developing Tangible Reinforcements: Critical Resources to Experiential Learning.

J. Paul Burney, Ph.D.; Brook Bickford, B.S.

In this experiential workshop, participants will be challenged to share in a new design of how group attitudes, behaviors, and goals can be developed into tangible reinforcements. Activities will include discussion of reinforcements being used, small group interaction, artistic creation and presentation.

Day: **Friday**
Time: **12:15**

Expanded Description

What You Will Be Doing:

(1) Examining current methods of reinforcement used by groups and their facilitators (for example: T-shirts, pieces of climbing rope, tokens, etc.);
(2) Developing ten attitudes, behaviors, and core values (ABC's) common to experiential ropes or challenge course groups;
(3) Consolidating the ABC's into related components and rank ordering the groups;
(4) Presentation; and
(5) Discuss how these created reinforcements can be implemented to enhance Experiential Learning.

What Are The Benefits Of This Activity?
Small group experiential activity and interaction; learning how to create and design tangible resources; expanded understanding and awareness of group dynamics; enhanced productivity and experience for groups; and useful resources for a variety of groups.

Populations With Which This Activity Has Been Used
Adaptive Behavior Students, school faculties, the Texas Experiential Ropes Association Conferees, corporate groups, such as Exxon, the Conroe Chamber of Commerce, and the Woodlands' Executive Conference Center.

Past Effects Of This Activity
Client ABC's have been recognized and identified by the use of tangible reinforcement. This has increased their understanding of What, How, and Why the ABC's occurred and the probability of retention and repetition. This has also contributed to an enhanced learning experience.

Case Examples Or Vignettes
Case Example 1: As part of a four hour workshop for the Exxon Chemical Group N.A. Tire Marketing Division, we incorporated a tangible resource initiative called "The Resource Puzzle." This identified their professional strengths and provided a catalyst for them to develop a specific marketing strategy for a new product. The Vice President was so impressed that he took the complete puzzle to have it framed as a reminder of the success of the workshop and of their team working capabilities.
Case Example 2: We developed a series of eight bandannas, each one with a specific ABC condensed from the Full Value Contracts of the Adaptive Behavior Student groups we facilitate. The students looked forward to "earning" the bandannas and carried them so all could see. The individuals who carried the bandannas also became the monitor for the ABC for the group.

Research And/Or Theory Which Supports This Activity:
This activity is supported by B.F. Skinner's operant behavior theories, specifically that of positive reinforcement. In positive reinforcement, a behavior increases as a result of the application of a stimulus (tangible reinforcement) following the behavior. Skinner's development of operant conditioning was heavily influenced by Edward L. Thorndike's law of effect. Skinner, B. F. (1938). The Behavior of

Organisms: An Experimental Analysis. New York: Appleton. Skinner, B. F. (1953). Science and Human Behavior. New York: Free Press.

Why Is The Workshop Needed:
With participation in an international forum, the potential to discuss, explore and create new tangible reinforcements are endless. In addition, this workshop has the potential of providing the opportunity for the participants to increase their insight, communication skills, and self-concept. All of these, according to Gelso and Johnson's (1983) research, are necessary for continued long-term change and may contribute to a change in motion process for as long as one year. Gelso, C. J., & Johnson, D. H. (1983). Explorations in Time-Limited Counseling and Psychotherapy. New York & London: Teachers College, Columbia University.

How Does The Presentation Relate To The Theme of Critical Resources?
With the growth of Experiential Learning and the accessibility to diverse segments of the population, tangible reinforcements are helpful for participants to recognize where they are (i.e., a starting point), where they are going (i.e., a goal), and how they will get there (i.e., a map or blue print).

What Do You Want To Accomplish Through This Workshop?
For the participants to examine, discuss, and create methods of reinforcement for clients of Experiential Learning Labs (in particular Ropes). Participants will leave the workshop with new ideas and created tangible reinforcements.

What Are The Goals/Specific Objectives You Have In Giving This Workshop?
To create an environment in which participants are challenged to think differently, to expand their awareness, and to create new and useful information that may be helpful for themselves and others, while having fun.

What Tangible Skills Will The Participants Gain From This Session?
The participants will gain tangible (capable of being touched; discernible by touch; material or substantial; real or actual, rather than imaginary or visionary; not vague or elusive) skills in the reinforcements they create and in the group interaction and collaborative effort.

Quicksilver - New Ideas for Adventure Programs.

Steve Butler

Practitioners always want new ideas. This workshop will introduce people to many of the new icebreakers, games, initiatives and trust exercises included in the new Project Adventure release, Quicksilver. Participants will have an opportunity to sample the best of the new and specifically learn more about strategies and adaptations designed for working with large groups.

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Expanded Description

Participants will learn new activities by experiencing them. The presentation will include potential adaptations of activities to vary the challenge level to meet the needs of the group and participants will have an opportunity to discuss how to effectively use these new adventure ideas in their programs.

In addition to new games and initiatives, the focus of the program includes programming adventure activities for larger groups. A trend in the physical education and recreation field seems to be larger and larger classes without an increase in staff. This presentation will address how to adapt activities for larger groups and how programs can be structured to safely accommodate larger participant to staff ratios. These ideas can apply to most any program, including educational, corporate and therapeutic organizations.

This session will be fast-paced, engaging and informative, mostly hands-on experience but with opportunity for questions and discussion.

The goals of the workshop are:

- to provide people with new activities they can take back and use immediately in their programs
- to examine techniques for effectively adapting and changing games
- to address strategies for using games and initiatives with large groups, and
- to have fun doing it!

The worst thing that can happen by attending this workshop is you'll have fun; the best thing that will happen is you'll have fun and learn something new, too.

"ASHIKO" Drums of Freedom. West-African Hand-drumming Workshop

Rosario V. Carelli

The west African Drumming tradition comes to us as a gift. According to the west African's, the rhythms come from the sounds of nature and has become a whole village experience. Drumming has been handed down from generation to generation throughout human time in west Africa and is still used as a means of communication and celebration. Young and old alike join together to share the beauty and love of rhythm. With drumming we are able to understand how to connect with the rhythm of life, nature, and the universe. This workshop will introduce you to the history, basic principles and fundamental techniques of west African Drumming.

Day: **Friday**
Time: **12:15**

Expanded Description

Goals
Workshop participants will be able to have a sense of the fact that everyone has a rhythm of their own, and the each of us has the ability to create beauty in the form of music. The individuals will experience the concept of being part of a greater whole.

Course objectives

First we choose a drum, and sit together in a circle. AS participants get used to the feel and the look of their drum, they are given information about the history and different technical aspects of the drums used.

At this point I will teach the different hand techniques to produce the sounds that are used to create the rhythm. The method used is the Gn-Go-Do-Pa-Ta, developed by Babatunde Olatunji, master drummer from Nigeria and my main inspiration.

Then we will do exercises to train our hands to follow our thoughts. For a child learning to crawl there is beginning of left right brain integration. In the process of drumming we again tap into the benefits of learning as we did in the beginning.

Now the fun begins...

We start off with simple traditional west African rhythms, and chants. Then we gradually move to more and more complex multi-rhythms. This movement will be as individual as the group involved.

Within the workshop most groups learn 3-4 traditional rhythms, and chants. There is opportunity for participants to share their own unique rhythms as inspired to do so. At the end there is discussion on insights gained through this drumming experience.

Attention Deficit Disorder In Children And Adults: Strategies For Experiential Educators.

Marcia L. Conner

Education programs often use experiential techniques to help children and adults build trust and foster teamwork. This is especially important for children and adults with ADD who may not pick up on the subtle cues society presents on how to behave and learn. This session will help educators understand the way a person with ADD thinks and feels. With this information we can open new doors to learning and help people with ADD thrive in our attention dependent culture.

Day: **Friday**
Time: **12:15**

Expanded Description

Attention Deficit Disorder in Children and Adults: Strategies for Experiential Educators

ADD (and Attention Deficit Hyperactive Disorder) is a neurobiological disorder characterized by restlessness, distractibility, and impulsiveness or dis-inhabition. The disorder becomes a disabling condition in situations when a person with ADD is expected to limit these behaviors and act like those with more control of their actions and words. Current research suggests that 5% of American children are affected by ADD and as many as 70% of them do not grow out of it when they reach adolescents or adulthood.

If you know what ADD looks like you may notice it wherever you go. Though it may be more prevalent in outdoor education arenas, because of the attraction of action-laden programs, you may also be seeing the outcome of the 90's "do it now" society. The myriad of new technologies and information tends to make us all a little restless, impulsive, and distractible. There is just so much we can process before our behavior changes and frustration or overload sets in.

Children and adults with ADD have to deal with their everyday processing problems and those of the society around them. No wonder more people are being diagnosed now than ever before. To help facilitate the needs of children and adults with ADD we need to education ourselves as to what is really going on. We need to know how we can positively affect behavior and grow those we work with socially as well as emotionally. Experiential and outdoor educators have the opportunity to be the people who finally break through and make the difference in the lives of children and adults with Attention Deficit Disorder.
I was diagnosed with this misunderstand disorder as I was trying to graduate from college. I had always known I was "different" and that school work never came easily for me despite the fact I was bright. I gravitated to the outdoors early on in hopes of catching up to the world around me. When I learned what it was that made me different I was able to help others, and finally make sense of my seemingly unusual life choices. Since my diagnosis I have worked with hundreds of children and adults who also feel "different" and found that there are coping skills and conditions that help us flourish. In this session I will outline the strategies that work well for us. I may also provide those of you with ADD some insight as to why you ended up in the field of experiential education. The two are natural friends. For more information on what causes ADD, how it is diagnosed or treated please refer to the recommended readings at the end of this document. I will cover them in the session but do not have room here.

Why Outdoors?

I became an outdoor educator before I was diagnosed with ADD. It was one of the smarter self-therapies I used trying to fit into a world where most work gets done within the confines of walls and while sitting on chairs. The open spaces, creative element and casual, come as you are/however you are, style definitely captured and held my attention.

In a canoe class I could seamlessly move between my own thoughts and the strokes of those I instructed. No one accused me of day dreaming or not listening. On a climb I could put my hyperactive energy to use to go a little higher than my muscle agreed to try. As a program leader I intuitively knew the needs of the novices in the group because I could vividly remember when I was in their place. It seemed as if I was always a novice at something and had to overcome new situations and stimuli. And the hyperactive one, found in almost every group, who drove the others a little nuts, I could identify with him and offer personal guideposts.

As adventure and challenge programs gain more acceptance in the ADD community, parents and doctors begin thinking about getting kids out of the house and into the woods. Those in the outdoor experiential education field need to reexamine their programs. We need to make changes to ensure we are developing skill without confining anyone by policies set up for a more structured set of participants. Use these kids' energies and creativity. Don't try to squelch them. Challenge them in new and exciting ways instead of sticking to business as usual. Try some of these techniques with those who don't have ADD. You may learn that everyone benefits.

Maintain and Enhance Self Esteem

Children and adults with ADD often come across as precocious, self assured and even cocky. You may be surprised to learn then that I have not met anyone with ADD who does not wrestle with self worth and self esteem issues. If you can show a child with ADD that you care, despite his or her foibles or antics, you may gain a loyal friend for life. Far too few people are willing to get past the inappropriateness.
Why do we have problems with self esteem, though?

Most people with ADD have above average intelligence. At some point in their life they knew that they were smart, maybe smarter than those around them, but someone (or many ones) said it wasn't true. There were the moms yelling, begging, or pleading to "clean up your room" or "come down to dinner on time" or "get dressed before the bus comes." Mothers who unknowingly conveyed disapproval, silently saying the children are problems, inconsiderate, or not willing to trying hard enough. There were dads who couldn't believe their sons still wet the bed or couldn't catch a fly ball. These fathers never realized that interesting birds and shiny blades of grass can be more captivating in the outfield than a game off in the distance. It wasn't that we weren't paying attention. We were paying attention to the wrong things.
Other parents and teachers thought "Maybe if he'd just make friends, everything would be better." But who wants to be friends with someone who doesn't seem to listen or can't focus, or comes across as opinionated, demanding, or bossy? What child is aware enough to know that his behavior is his silent way to gain some control over his own life? It has nothing to do with making friends.

So the cycle begins early and keeps coming. The words of ridicule and frustration never seems to end like "if only you'd pay attention" or "try a little harder." The "you're so stupid" or "what a spaz" play over in our minds throughout life until someone teaches us to reprogram the messages.

And that one teacher who sees the child's pain and offers praise on even the ugliest projects for their "creative merit" doesn't recognize that some projects mean more to the child than others. Glowing comments for the "easy" ones dilutes the value of all the praise. We need to be smarter about the way we enhance and build self esteem.

Provide Life Skills

We now know that self esteem does not come from simple or even constant praise. It is acquired independently by the self from knowing "I can do it." When times are tough "I can survive no matter what happens." "I am strong enough to get through."

When these kids know they can't even make it to the bus fully clothed or hit a singe on an easy pitch, listen to instructions and act on them, or get homework home, done, and back to the teacher, why would they believe that they have superior or even adequate coping skills? They have sunk themselves by observing their own lives.

No wonder we can turn them around by offering survival skills. How do you put up a tent, or better yet, what makes good shelter or sleeping conditions if a tent is not available? What berries or nuts are edible? What will make you itch if you rub it on your back side are great things to know. Forget the bus and the pop fly. Providing skills to these kids will allow them to know they can survive. With a little imagination they will also know they can make it if ever their mother throws them out or they get completely lost. That is not that far from the concerns of many of these kids.

What better way to say "you can do it" than by letting them know they can? No "good job" feels as good as waking up and knowing you did it!

Be warned, though. You'll have to put up with plenty of "I can't do it." or "Why do we have to do this?" and "This is dumb" that comes out these kids' mouths along the way. Do you think they're going to make it easy for you? Forget it. Nothing ever comes easily to us and we try to share that pain whenever we can. As many teachers have said to me and I'll say to you.. "I know you can do it. Just try a little harder."

Moreover, if you're going to praise, which I'd never discourage, praise only the extraordinary and the things the child is proud of, not the things you would be proud of. That usually means paying attention to things they are working hard to do. Your words will go far. Throw away lines like "good job" and "much better" or the dreaded "what an improvement." They lead to more frustration and questioning than good. Be careful.

Show What Success Looks Like

Parents often say things like "get dressed and come down for breakfast." When the child comes down sporting a t-shirt, pajama bottoms, maybe shoes, and proceeds to go play with Legos they get scolded for not doing what the parent had asked. But the child did put on clothes and did come downstairs. The child may think "What's the big deal?" The parent doesn't realize he or she left out the evaluation criteria. What may have been obvious to the non-ADD siblings was not evident to the child who processed the question literally and acted as he or she though was expected.

Outdoors you shouldn't leave out the goals and its criteria, either. There is the favorite "make camp" routine when most of the kids clear the area, set down the tarps, pitch the tents, unpack the gear, and start prepping for night fall. When you go searching you find the teen with ADD sitting under a tree playing with his flashlight. Most likely he didn't have a mental picture of what it would look like if he succeeded, even if this is not his first time. The last time he probably didn't notice. And how often do we debrief making camp so he learns for the following evening?

Too often we believe the experience is in the education without realizing that there are some expectations and milestones that have to be reached along the way.

Is the goal of the ropes course to feel the fear of being up there or actually getting to the other side? Portaging a canoe for me, even though I love the water, still means climbing on wet rocks. Getting the boat back in the water slips from my mind as often as I slip into the river. It doesn't take long for me to get distracted, much like these kids. Unless I'm hyperfocused it is next to impossible to sustain the thought of reaching the goal.

Having a clear mental picture of what excellence looks like can make all the difference. We can get that vision by being drawn a picture and having the leader point everything out. I'm not kidding. This works very well. When possible, have someone else go first and then lead a mini-debrief of what happened before others proceed, highlighting goals and success factors. This works even better because you allow time for questions and processing. You can even make a game of going over the obvious stuff, helping everyone think about the what you are working toward. Without setting the stage everyone may do the activity but not the most optimal way for learning or sharing or safety.

Take the time to show them specifically what being successful means and then show them what it looks like.

As an aside, keep in mind that the impulsive ones often volunteer to go first. The experience may turn out to be a thrill, but not the type of learning experience you'd hoped for. Plan ahead and select the order based on skills and the ability to learn from other's successes and mistakes. For some it just takes longer.

Avoid Timed Activities

One of the most frustrating parts of having ADD is what I describe as a lack of an internal alarm clock. If you ask a person with ADD to do something in 15 minutes, without the aide of a watch or a clock, I'd bet he couldn't nine times out of ten. The tenth would be luck, not learning. This greatly effects the way we interact.

Think of what it's like to sit in traffic in the rain with the distractions of cars all around you. Think of the patter of rain, squeaky wipers, bursts from horns, or construction hammers and emergency sirens. Together they can make it feel like you've been sitting in one place forever. Even ten minutes can feel like an hour. When the weather is beautiful and the road is clear you get home in no time, though. This inconsistency in our internal time clock is much like that of a person with ADD. The more distractions, the longer it seems like has gone by. The fewer distractions, the faster time flies.

Because of this, be leery of timing activities and please don't penalize a child for being late. Instead, let her know what success looks like and make sure there are as few distractions in her path as possible. You might even agree one-on-one to a system where she is the first to gather the group to go. That way she won't always be the last one ready.

Without realizing it, your time limits may even create another distraction. The child may keep wondering "How long has it been?" "Is time almost up?" "I'll never get this done on time" and sometimes "Why bother?" There is no value timing unless you want to cause frustration and self defeat. Ironically, studies have found that when tests like the SATs are given untimed to teens with ADD, they finish faster than when the limit is there. With less to think about, they can focus more attention on the task at hand. So if children with ADD can't figure out how to get to a destination, can't be given time limits, and we need to remove distractions along their path, how do we challenge them? I suggest you give them more to do. Offer extra assignments where they can put their attention to detail to good use. The key to success is in structure, motivation, and novelty, not frustration and butting heads with their areas of weakness.

Challenge Them

Ask a particularly rambunctious participant to be your back up safety guide, watching the course for any dangerous situations. Have another chart the path on the map and explain to the others where it is you are and plan to go. I have seen both techniques used very successfully. People with ADD have a heightened sense of awareness and are constantly processing many things at once. One of the hallmarks of ADD is the inability to screen out extraneous noises, sights, and smells. By giving the child credit for those talents and having them keep you informed of the surroundings can be very rewarding. Of course you, too, will monitor what is going on but their heightened senses can prove to be a welcome addition.

Many times people with ADD will want to be in charge and boss others around even when they don't have the authority. Take time to explain all that leadership involves and ask if they'd like to lead a project or excursion under your guidelines. Your overview of what makes a good leader should contain information on soliciting the opinions of others, defining structure and guidelines, explaining to the group why you are doing things, and that you have a clear picture of what it is we're working toward. Though the rest of the group may not like the idea at first (especially if they feel the one with ADD has dictated long enough) they may learn that he or she has some valid and creative ideas that work well when given a chance. They may also appreciate the one with ADD now being asked the questions instead of asking them of others without pause.

It is often more comfortable for people with ADD to be in charge than to follow others' rules and direction. Not only is the distraction of expectation gone, but control over your next move can be a very motivating force to help you think before you act. When there are not opportunities for leading, or when the child comes across as reserved, challenge them with novelty and variety. Instead of finding eight different leaves (which will inevitably end up resulting in the child finding something more interesting to do) have

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them find a really unusual leaf or flower or rock. Then have them come back and explain why they think theirs is special. This can also reinforce and open discussion about the value of variety and uniqueness. Activities that involve (easily forgotten) numbers or assignment that are not captivating and energy consuming often may seem easy or routine but may also lead to extreme frustration. In this case, the aggravation may be your own. When faced with static or mundane activities people with ADD often find a way to fulfill their own interests and attention tanks. Don't be surprised if we wander off, not to return when expected. Once we're off the trail we may become captivated with a squirrel or become fixated on watching the water run from a creek. This magic moment may not be broken by even the loudest partner or persistent instructor.

Hyperfocus

For some unexplainable reason people who can be distracted by seemingly any sound or smell often also can tune out the world around them and become completely enthralled in their activities. This is not a blatant way to undermine your authority or a way to bug the rest of the group. We become mesmerized when the distractions seem to disappear and something becomes so clear and moving. It's sort of like the effect 3-D Magic Eye pictures have on some people. Once you see the mystery picture the vision captivates all of your attention. It is not until you are interrupted that you become aware again that the world is still spinning.

If you've only seen people with ADD flit from one activity to the next you may not even be aware that we can sustain attention on one thing. We so infrequently slow down enough to become absorbed in our surroundings that it is difficult to become hyperfocused. This type of focus is a trademark of ADD, though. In fact, parents often question doctors' and teachers' ADD assessments saying that their child can focus on an activity for hours. How can he have an attention problem? It is more accurately the inability to stop doing something that accompanies ADD. We have the inability to stop paying attention to the noises, or stop running around, or hitting, or being captivated by running water.

Provide Graceful Transitions

Moving out of hyperfocus to another activity, or asking the child to do something new or unexpected can also be very traumatic. Just as we begin to see "we can do it" the rules or surrounding sometimes change and we need to go through the awkward processing stage again. When a child is hyperfocused and you force them to change their focus they may become surprisingly angry or hostile. You've just taken from them one of the few joys they may feel, the ability to hyperfocus and turn off all that extraneous stimuli. Not that you've done anything you shouldn't have. Just be prepared for the occasional lashing out. The solution is finding something equally captivating to do next.

Fall back on the activities that enhance self-esteem, build life skills, have no artificial time limits, and challenge their unique skills. Our energy, creativity, persistence, and watchful eyes have the potential to make things very interesting. Your role is to provide coaching and mentoring. Challenge your own rules and directions and you'll find out that if when we accommodate those with ADD we serve everyone better. There is so much for us to learn. Why not start by paying attention to those who don't seem to?

Before concluding I must note that my emphasis here has been on those with noticeable restlessness and hyperactivity. Many children and adults with ADD do not outwardly exhibit high energy or activity levels. Some may even seem slow. Their distractibility and impulsivity may just surface more often than the restlessness. The strategies I've outlined work equally well for those with and without hyperactivity. Day dreamers and doodlers may not be causing trouble but have all the same difficulties processing information, staying on task and on time shared by the room runners. They may also become easily bored. By offering them structure, motivation, and variety you can provide the type of support no one may have provided them before. You may be the person who finally gets through and shows them all they can do.

For more information on ADD in both children and adults take a look at the following:

Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood. Edward Hallowell, MD & John Ratey, MD. Pantheon Books. ISBN 0-679-42177-7. 1994.

Your Hyperactive Child: A Parent's Guide to Coping with Attention Deficit Disorder. Barbara Ingersoll, Ph.D. Doubeday, 1988. ISBN 0-385-24070-8.

You Mean I'm Not Lazy, Stupid, or Crazy?! A Self-Help Book for Adults With Attention Deficit Disorder. Kate Kelly and Peggy Ramundo. Tyrell & Jerem Press, 1993. ISBN 1-882522-00-1.

Attention Deficit Disorder: A Different Perception. By Thom Hartmann. Underwood-Miller, 1993.

How difficult can this be? The F.A.T. City Workshop: (Video) By Richard LaVoie at the Eagle Hill School. Available from PBS television at 800-424-7963 or the ADD Warehouse at 800-233-9273.

To find ADD support groups in your area call the National offices of Children and Adults with ADD (Ch.A.D.D.) at 315-587-3700. Your local group will be able to offer suggestions for doctors in the area who specialize in diagnosing and treating people with ADD.

The Visual/Verbal Journal: Learning Squared.

Gwen Diehn , M.A. & Ann Turkle, Ph.D.

The process of keeping a journal is an opportunity for heightening, reinforcing, and extending experience. Visual notetaking can be used for many of the same purposes as verbal notetaking. We will describe possibilities for visual/verbal journaling, provide experiential learning activities, and discuss ways of responding to and evaluating journals.

Day: **Friday**
Time: **12:15**

Expanded Description

Keeping a journal is a way of paying attention. The very act of recording something calls up our ability to see it more clearly -- demands it. And the wonderful payoff is that not only have we made that effort, we have preserved it. It will be available forever (or at least till we lose the journal). In the realm of experiential education, keeping a journal is a way of amplifying experience.

The journal process is an opportunity for recording, heightening, reinforcing, extending and reflecting upon experience. Yet, even if we have practiced keeping a journal and explored its possibilities as a way of learning, many of us have never even considered making the journal visual as well as verbal.

For most of us, drawing stops being a possible activity once we reach second or third grade and bump up against the wall of representation that imposes itself as a necessity to most children as they move into middle childhood. The difficulty we have with representational drawing is not viewed as a problem to be worked through but rather as a signal that we are not "talented" and that we, therefore, have no business venturing any further into drawing or other forms of visual representation or thinking. The result is that most of us don't draw once we reach eight or nine years of age, and we thereby lose the possibility of the benefits of visual thinking and representation.

In this presentation, both writing and drawing (map-making, symbol-making, diagramming and other forms of visual expression) will be viewed not as artistic products but as ways of learning, coming to know, remembering, focusing and relaxing the mind.

When the visual is incorporated into a journal, new possibilities emerge. For instance, drawing is an unparalleled way of focusing or making oneself pay close attention. This kind of attention can have its payoffs in writing that is more specific and detailed. The very act of selecting what to draw implies making some quick comparisons, abstracting the one image that can stand for the multiplicity of bits of visual information that bombards us at the moment of selecting an image. In order to focus enough to draw, we must slow down and attend to what is right before us right NOW.

Writing presents a whole other set of possibilities. In a journal you can watch your mind run or have a conversation with yourself. (If a computer is a word processor, our journals can be thought processors -- an opportunity to look at our lives and improve them through practice.) As in drawing, you can slow the events of your life down long enough so that they may accrue meaning. Toby Fulwiler describes journals as a means to understanding, of keeping questions from slipping away, seeing (focusing, precision, pushing the visual toward the conceptual), connecting, extending, rethinking, conversing. In fact, many of us overlook the interactive possibilities a journal represents.

In a double entry journal, half the page can be left for later annotations and reflections or the response of another person.

If writing offers a way of processing the past, drawing can provide a way to plan for the future. We can show with a diagram relationships that are difficult to explain in words. A diagram allows us to see several things at once and also shows how different elements interact with one another. A diagram allows us to postpone ranking items and expand and add ideas in any order. The act of drawing, of losing our thoughts in the act of perception, can be very relaxing to the mind. Drawing can thus serve as a way of freeing the mind of anxieties, of relaxing enough to ready the mind to learn.

This workshop will give its participants practice in writing and drawing and an opportunity to reflect on how visual/verbal journals might be assigned, responded to and assessed as a part of experiential activities which the participants lead.

Most of us write every day, but not in the ways we are free to write in a journal. In this presentation we will write from prompts that will suggest a variety of ways to record our anticipated notion of an experience, to make assignments to ourselves, to raise questions, to affirm our experience, to initiate a dialogue with a journaling partner, to use a journal as "external" memory, to generate the seeds of creative projects (stories, poetry, research), to attend to learning processes, to make our perception more acute.

In this presentation, we want to make drawing

accessible to participants who have perhaps not considered using drawing since they were eight years old. some of the ideas that we will present include drawing to remember (a flower, an insect, a place, a tree, a feature of the built environment); drawing to illuminate a process (a twig moving from bud to bloom, baby gerbils developing, a seed sprouting, a log rotting); drawing to find out what we know (draw what your understand about how a pulley works); drawing to analyze (draw to analyze parts of a feather); drawing to express feelings; drawing to plan (draw the stages we will go through to build a pond); drawing as a means to another product (illustrate a story or report, draw and paint the background for a model); mapping (the garden, our neighborhood, the model village that we've built, the nature trail); diagramming (a timeline; a matrix) .

An important part of the presentation will be discussions of ways to respond to and evaluate both visual and verbal products. Since a beginning point of evaluation is the setting of criteria appropriate to the activity or product, we will demonstrate and involve participants in developing criteria for including both verbal and visual journal assignments including verbal observing and reflecting and visual sketching, mapping and diagramming and for the products that result from these activities.

We envision an interactive workshop that will include a minimum of lecture, some demonstration, much trying out of activities and much reflection on experiences. Our intention is to move participants from a state of mild interest to readiness and confidence in their abilities to use visual/verbal journal keeping as a major part of experiential education. This is a tall order for a workshop and will require a three hour block.

Experiential Family Counseling: The Marriage Between Adventure-Based Counseling and Family Therapy.

Jackie Gerstein, Ed.D.

Experiential Family Counseling is an action-oriented, multi-family group approach that draws upon the best of experiential-based counseling and family therapy. The experiential activities become metaphors for problem areas in a family's life while family therapy techniques are used to ameliorate the family system. Workshop participants will be "walked through" a sample experiential family counseling session.

Day: Friday
Time: 12:15

Expanded Description

Experiential Family Counseling - A Critical Resource for the 21st Century:

The experiential family counseling model of therapy can be and should be a critical resource for the 21st century. Experiential family counseling has the benefits described for both play therapy and family therapy. Eliana Gil in Play in Family Therapy (1994) in describing the benefits of play therapy in family therapy work states that play in family therapy provides ample opportunities for the collection of diagnostic information. She goes on to state that "play also has the potential to engage all family members in meaningful therapeutic exchanges. Play is recognized by many therapists as being inherently valuable, because it lowers defenses and unlocks a deeper level of interaction in which fantasy, metaphor, and symbol can emerge" (p. 41). The mental health profession has matured and will continue to mature in the 21st century. If mental health practitioners/adventure-based counselors wish to be more effective with their child and adolescent clients, they need to 1) work with the client's family, and 2) use creative and experiential methods to engage and facilitate change in all family members.

General Goal of Workshop:

This workshop is designed to provide participants with the steps needed to implement an experiential approach of family counseling. During the workshop, experiential therapists will be provided with the theoretical (the why's) and practical (the how's) information to implement this counseling approach with their family clients.

Workshop Objectives / Tangible Skills:
Workshop participants will:

1. Learn/experience the "curriculum" of an experiential family counseling session.
2. Learn the P.E.P.E. model of creating a physically and emotionally safe counseling environment.
3. Be introduced to one model of informing clients of their rights and responsibilities.
4. Experience one or two warm-up activities that can be used with families.
5. Experience one or two family-building initiatives that metaphorically match a family's therapeutic goals.
6. Experience one or two review exercises.

Topics Covered During Workshop:

Participants will participate in a sample experiential family session which will include:

1) A Theoretical Background,
2) Orientation Exercises,
3) Warm-Ups,
4) Family Building Initiatives,
5) Review and Closure Exercises.

1. Theoretical Background:

- Description and Philosophy of Experiential Family Counseling - provides a "definition" as well as the underlying philosophy of Experiential Family counseling.
- Characteristics of Experiential Family Counseling - describes several characteristics of Experiential Family Counseling which include: a) a strength promoting program, b) observation of the family's typical interaction patterns, and c) use of multi-family groups.
- General Therapeutic Goals and Principles - presents several general therapeutic goals that are typically addressed through Experiential Family Counseling.

2. Family Orientation and Preparation:

This area focuses on those steps that the counselor/therapist should take to orient the family clients to the mental, emotional, behavioral, and physical aspects of this counseling program. The Family Orientation serves to introduce clients to the nature of the program, to alleviate anxiety, and to get them activity involved in the counseling process. Specific orientation activities include:

- Safety Consciousness for the Family Activities - describes the attitudes and steps that the therapist/counselor should follow to insure the physical and mental safety of the family clients.
- Participant Bill of Rights - lists those rights of the family clients as they participate in the counseling activities.
- Responsibilities of Participants - lists those responsibilities that family clients should follow as they participate in the counseling activities.

3. Warm-Ups:

The goals of the Warm-Up Activities are to assist the family clients in becoming comfortable with the program format and one another, relieving initial anxieties, establishing an atmosphere of support, and building trust in self the other family members. Each Warm-Up presentation contains information on: Goals, Needed Materials, and Steps for Implementation.

4. Family Building Initiatives:

This section contains descriptions of the Family Building Initiatives. The Family Building Initiatives are at the core of the counseling process. Initiatives are contrived group games that provide the family clients with concrete experiences, and require communication, problem-solving, cooperation, and personal involvement. The Family Building Initiatives are used as metaphors for the family's daily living situations and to raise issues for discussions. Each Family Building Initiative description contains: an Introduction, Goals, Materials, Description of the Activity and Sample Presentation, and Debriefing.

5. Review and Closure:

This area focuses on those exercises that assist with the review and closure of the counseling sessions. The purpose of the Review and Closure is to give the family clients an opportunity to analyze, synthesize and integrate their new learning experiences. The Review and Closure exercises provide the means for exploring the family's growth and development.

Workshop Format/Engagement of Participants:

This workshop is highly experiential. Participants will be expected to take an active role throughout the workshop.

Past Effects of Program:

The following are testimonials from families that have participated in an experiential family counseling program:

- We learned that we could work and play together and that we could accomplish a lot.
- The purpose of the program is to learn that we are a unit, and that we need to work that way even when we are trying to figure out some kind of problem.
- It (the program) made up stop and think what our family values are.
- We got to work with another family. We all talked to each other. It was cooperation and teamwork.
- It taught us to inter-depend on one another and that are a lot of things we can't do individually, but as a family we can.
- She (my daughter) had to put her complete trust in me. It was a good lesson for both of us.
- It has been a long time since we have played together. We saw that we can still play together.

Supporting Materials

Information presented in this workshop is available in the book:

> Gerstein, J. S. (1994). Experiential family counseling: A practitioner's guide to orientation, warm-ups, family building initiatives, and review exercises. Dubuque, IA: Kendall/Hunt Publishing Co.

Other Conference Presentations on this Topic:

- 1994 National Children's Mental Health Conference
- 1994 AEE Rocky Mountain Regional Conference
- 1993 American Counseling Association Convention
- 1992 Association for Experiential Education International Conference
- Oakwood Hospital's Grand Rounds

Ericksonian Approach to Experiential Education, Part 3: Applying Specific Ericksonian Techniques.

Christian Itin, MSW

This workshop will build further on the material presented in parts 1 and 2. Specifically, aspects of trance, ordeals, and paradoxical framings will be introduced. Participants will be presented the opportunity to experience and apply these techniques to adventure activities. Specific skills will be presented in all three areas, and participants will, be provided the opportunity to practice these skills.

Day: **Friday**
Time: **12:15**

Expanded Description

An Ericksonian Approach: Part III
Christian Itin, MSW

Metaphoric introductions of adventure activities have become increasingly common in experiential education (Gass, 1991). The fields use of metaphor grows largely out of the work of Milton Erickson and others in Ericksonian Psychotherapy (Gass. 1991, Itin, 1993). However metaphor is not the only introduction technique available to practitioners from an Ericksonian Approach. Bacon (1988) introduced the Ericksonian ideas of paradox and double binds as alternative methods of introducing activities. Other Ericksonian techniques that may prove useful to the field include those of prescribing ordeals and hypnotic language. All these techniques (metaphor, paradox, double binds, ordeals, and hypnotic language) are ways of presenting interventions or introductions to clients.

"An Ericksonian Approach to Experiential Education, Part III: Application of Specific Ericksonian Techniques" will introduce participants to the concept of "gift wrapping". "Gift wrapping" represents the choice of a therapeutic technique or how the intervention will be presented. In the case of adventure education, it includes the decision of what activity will be used." (Itin, 1993) Building on the material presented in An Ericksonian Approach to Experiential Education Parts I & II, this workshop will place the various facilitation techniques into the context of Zeig's (1992a, 1992b) Diamond Model (fig 1). It will further refine practitioners ability to chose the appropriate activity and framing for a particular client. Finally participants will develop an understanding of the Ericksonian techniques of paradox, double bind, ordeals, and hypnotic language.

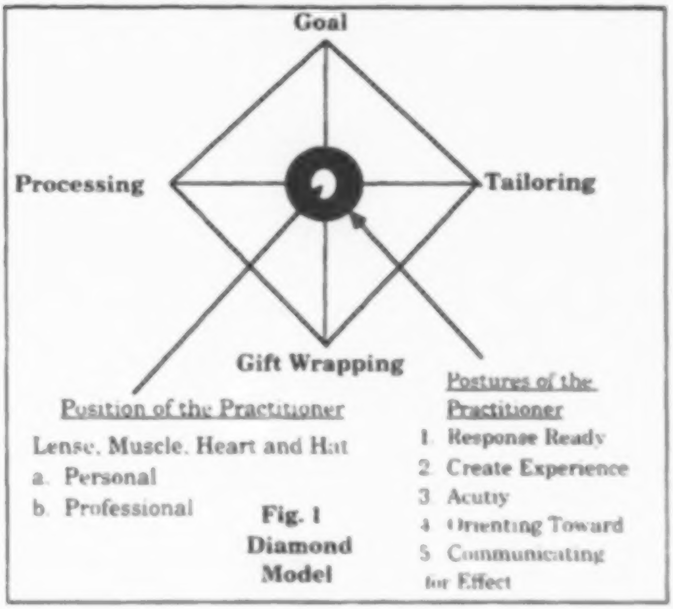

Fig. 1 Diamond Model

Priest and Gass (1993) have introduced a generational model for understanding the evolution of facilitation in experiential education. This model also illustrates many of the methods by which experiential activities are introduced to clients. This model is extremely helpful for practitioners to understand the various "gift wrapping" options available to them. Priest (1994) has raised the question of a 6th generation of facilitation. The revised model[1] (fig. 2) presented in this workshop will illustrate how the Ericksonian techniques of paradox, double bind, ordeals, and hypnotic language that are 6th generation. It is on this 6th generation of facilitation that this workshop will focus on.

Paradox and Double Binds

The dictionary defines paradox as "an argument that derives self-contradictory conclusions by valid deduction from acceptable premises." It is by definition something that does not make sense from a logical stand point. It is one indirect intervention strategy available to the adventure practitioner when a direct approach may not be appropriate. Double Binds exist in two primary forms: positive or therapeutic which are win-win and negative which are lose-lose. Most paradoxical interventions place clients in positive double binds.

The negative double bind is common to almost everyone. It is the situation that one finds oneself in from which there is no good solution. It is the famous "Catch 22" situation that Vonnegut played out so well. Many in experiential education have had the experience of a client refusing to ask for help but won't give up. The double bind is if they ask for help they are giving up. Similarly if they don't ask for help they will likely not accomplish what ever the activity is (peak climb, ropes course. etc. and will be forced to "give up").

Paradox can be a powerful indirect method of transforming a negative double bind into a positive one. Part of what makes this transformation possible is the practitioners ability to understand and interpret the minimal cues provided by the client and the practitioners ability to tailor the intervention. All the information that the practitioner has gathered will help them choose the best intervention and to tailor it specifically for this client. One of the possible paradoxical reframings that could be presented might be:

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[1] The original model (Priest & Gass, 1993) did not include the 6th generation. It also did not include the horizontal directional arrow indicating increased indirectness and skill. Finally the declinations of recreation, education and therapy & T/D were modified.

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> *The strength, courage, and conviction you have displayed during this program are remarkable. We know that these are invaluable to ____(what ever issue). We are wondering how committed your are to _____? We are questioning your commitment to ____ because we are not sure you have the strength to ask for help. We think that you would rather give up on_____ then to ask for help.*

If the client now chooses to ask for help he has demonstrated strength. If he chooses not to ask for help he is both doing what the practitioner predicted and is admitting he is not committed to what ever the issue. Doing what a practitioner predicts or admitting that one is not fully committed provide a great deal of information for further interventions and about where the client is in the change process. So whichever one of these solutions a client chooses he wins in the change process.

Ordeals

The concept of using ordeals was first discussed as a therapeutic technique by Jay Haley (1984) in Ordeal Therapy. Milton Erickson utilized ordeals as one means of helping clients overcome problems. The basic concept of the ordeal technique is to prescribe a task to the client which causes distress equal to or greater than the symptom itself. The task is best if it is actually good for the person, that is it promotes some healthy action by the client. Finally the task must be a task the person can perform and would not offend their morals or harm them in any way (physical, psychological, or social). Finally ordeals can be paradoxical or straightforward. Paradoxical ordeals might include prescribing the symptom such that each time the symptom occurs the person must perform the symptom voluntarily (if they become anxious they must then choose to become anxious). Straightforward ordeals usually involve prescribing a task that occurs each time a symptom occurs (exercise in the middle of the nights was one of Erickson's most common task). Ordeals differ from behavior modification in that the task is not a punishment but rather an agreed upon task by the client to address the symptom. It is best if the client wants to get over the symptom and agrees to the task. Haley(1984) has indicated the following steps in the of using ordeals:

1 . The problem must be defined clearly.
2. The person must be committed to getting over the problem.
3. An ordeal must be selected. (Chosen by the practitioner in collaboration with the client .sufficient enough to overcome the symptom.)
4. The directive must be given with a rational. (There must be no ambiguity in the task.)
5. The ordeal continues until the problem is resolved.
6. The ordeal is in a social context. (Resolving the symptom causes change and this has ramifications for the social system the person is involved in.) (pp. 13-16)

Within the field of experiential education one prominent opportunity for the use of ordeals is as consequences during initiative activities. These activities often require consequences for "violations of the rules". Often these violations are a direct result of a problem behavior identified by a client. The problem behavior ("symptom") is what is triggering the consequence. Let us use the gentleman who doesn't ask for help as an example. If this person knows that he needs to ask for help and indeed wants to ask for help; but never does do it when he has the chance. Let us say he finds himself on the acid river[2] doing everything himself and falling off into the river. The ordeal might look like this:

> *Jim we see that you have fallen into the river and so there must be a consequence. You have talked a great deal about needing and wanting to not do everything by yourself and yet how difficult this is for you. You seem very sincere in your desire to overcome this issue (check this out with client). We have a consequence that we know you won't like but that will help you with your goal. It won't offend your morals and is something that we know you can do. Would you be willing to help yourself as a part of your consequence (check this out). This consequence is also something that will require the support of the group, we're not sure that you are really willing to allow this group to support you in this consequence (encourage the client to check out and see they will support him in the consequence). Jim do you agree to do what ever this consequence requires of you to help you address this issue (get clients agreement). Jim for the remainder of this activity you will have to have help for everything you do. You will not be able to do anything by yourself, you must ask for help to move, to talk, to do anything. Jim if you are unable to*

accomplish this task during this activity the next time you find yourself doing everything by yourself you will have to continue with the task of asking for help with everything.

This task illustrates several additional aspects of applying ordeals. The ordeal is not given right to the client rather it is introduced early on as way for the client to deal with their issue (which they have owned). Haley (1984) has indicated that this delay of sharing the ordeal is one way of building client motivation for engaging in the task. There are also small tasks introduced prior to the ordeal (indicating his willingness to do something for himself, checking with the group) which also help to build motivation toward the ordeal itself. (Haley, 1984) The consequence is to the behavior of doing everything for himself and it is an over prescription of the solution. The client is also informed that if he does not complete the ordeal during this activity and the symptom returns he will have to continue with the ordeal.

[2] The acid river is an initiative activity that uses cinder blocks, 3 8ft. 4x4 beams, and a piece of string. The cinder blocks are placed such that only when the beams are placed in a "T" formation is the group able to cross the river.

Hypnotic Language

Milton Erickson's greatest contribution to the field of psychotherapy was in terms of hypnosis. Many misconceptions exist about what hypnosis is and isn't (Haley, 1973). At it's most basic level it is simply the absorption of a person in something (Geary, 1994); Erickson, 1992) Hypnosis takes advantage of the natural trance states that develop when .someone becomes absorbed in any process, event or phenomenon. In hypnosis a person can not be controlled or do something that they would not be willing to do. It is simply a way of absorbing the conscious mind so that the unconscious mind is more able to be accessed. It can be thought of as the state in which the person is open to learning on both a conscious and unconscious level. (Zeig, 1992b) Hypnotic language is the means by which clients are helped to enter a hypnotic trance. It is a permissive language that guides and encourages the natural trance states that exist for all people.

Within experiential activities clients often become absorbed naturally in the process (such as climbing, being on a ropes course, solving a problem, or even reflecting on a solo). Using hypnotic language has the possibility of increasing a clients absorption in an activity and thereby help them to learn even more from the activity. The use of hypnotic language is used to simply heighten the natural absorption or trance that a client may be experiencing during an activity.

The basic model of Ericksonian hypnosis involves the "ARE" model:

1. Absorb - the person in a story. memory, perception, sensation, hypnotic phenomenon, or experience.
2. Ratify- what the person is doing, support their absorption in an event.
3. Elicit - resources from within the person to be brought to bear on addressing the symptom or the problem. (Geary. 1994)

The absorption of the client in a story memory, perception, sensation, hypnotic phenomenon or experience is accomplished by first developing a "Yes Set" within the person. The "Yes Set" is a way to build cooperation and demonstrate respect for a client. It is based on the premise that once you begin to get a person saying yes it tends to continue. (Geary, 1's94)

The "Yes Set" is developed initially by utilizing "truisms". Truisms are statements that are necessarily true. Using truisms allows one to develop cooperative agreement with the client. These truisms are determined thought the observation of the practitioner and the utilization of the minimal cues that he client provides as to their experience. They can be divided into two types: (Geary, 1994)

1. Absolutes: Statements are experientially certain.
examples:
"You are breathing."
"You are standing on the ground."
2. Possibilities: Statements that suggest possibility through permissive language
examples.

"You can hear the sounds around you."
"You may notice the change your breathing."
"You might notice the touch of hands on your body."

Clients must answer "yes" to absolutes, they can not deny that they are breathing or on the ground. The client will likely answer yes to possibilities because of the permissive language. Permissiveness is one of the hallmarks of Ericksonian hypnosis. Words like "can. may. and might" allow the client to choose if they will notice those things. However. the clients can't deny that they could choose to pay attention to those truisms.

Truisms can also be focused on two experiential arenas: (Geary, 1994)

1 . Here and Now: Statements about events that are or possibly are occurring in the present.
examples:
"You are on a the high beam."
"You might notice the breeze in the trees."
There: Statements that comment on memory or fantasy
examples:
"You can remember a time when you felt less scared."
"You might imagine yourself accomplishing this."

The "here and now" statements help the client to become absorbed in the current process that is going on or their experience of the process. The "there" statements begin to draw upon the internal resources of the person to overcome the problem.

Finally there are three general levels of .specificity in the truisms: (Geary, 1994)

1. Level I - Most general
Visual (V)- "You can see the sights." "You might be aware of images"
Tactile/Somatic (T/S)- Feelings/sensations, "You can notice the feelings."
Auditory (A) - Sounds "You might hear sounds"
Olfactory/Gustatory (O/G)- taste and smells "You might perceive some smells."
2. Level 2 - More specific
V - Colors, shading, light (bright and dark), shapes, objects, movement, distance/direction . "You can see the colors and notice the movement."
A- Volume. pitch, tone, timber, intensity. quality, relationship, tempo, rhythm. "You notice the rhythms of the sounds"
T/S - Temperature, texture, pressure, moist, dry, movement, hard or soft, weight. "You feel the temperature of the air on your body."
O/G, bitter, sweet, sour, salty. "you smell the sweetness in the air."
3. Level 3 - Most specific
Specifics from the clients experience.
V - "You can see your red Honda."
A - "You might remember the sounds of the gears on the bike"
T/S - "You feel the support of the harness around your waist and your legs."
O/G - "You can taste the salt water in your mouth"

Staying at the most general level prevents one from getting a "no" from a client. It also allows the client to experience what ever they are experiencing with little influence from the practitioner. However the more specific one is the more the client will become absorbed. If the practitioner has developed their skills of utilizing minimal cues then they will be able to be more .specific in their statements.

An example of this language in an activity such as the "Blade of Grass"[3] might go in this way:

You are in the center of this circle and you can notice the sounds. You might notice your breath as it goes in and out (said in time with the person's breathing) and you can take a deep breath. That's right! When your ready to fall you'll ask the group if you can trust them and when you've gotten a response you can trust you'll count to three and fall. (Client

> *does this). And you notice the hands as they support you. You can notice the way that feels and you can allow yourself to relax. You can notice the sounds as people move to support you, and it almost forces you to be more relaxed. And you might notice the pleasant thoughts that come and the feelings that they bring up. Since you are hearing my voice and are doing this activity, you can feel even more relaxed. And you can notice that you can be relaxed and stiff at the same time. (and the process might continue in this way)*

In this example you can also notice that the use of hypnotic language also involves statements about the observations but also suggestions in the direction of relaxation. Finally three linguistic patterns are also expressed in giving these suggestions: (Geary. 1994)

1. Conjunction (and, but. etc.)
   You might notice your breath as it goes in and out and you can take a deep breath.
2. Implied Causative (since, as, while. before, during, after etc.)
   Since you are hearing my voice and are doing this activity, you can feel even more relaxed.
3. Cause/Effect (makes, causes, forces, etc.)
   You can notice the sounds as people move to support you, and it almost forces you to be more relaxed.

The example also illustrates the "ARE" model in that the client is absorbed in the physical sensations of the process and ratified when they take a deep breath. Finally the clients ability to relax is elicited. This entire process seeks to deepen the clients experience of the activity and could be used to address specific issues of the client deepening on those issues.

[3] The blade of grass is a trust activity which takes place in a circle and the person is in the center and moved around and back and forth in the circle.

Summary

These techniques indicate the future direction of facilitation techniques in experiential education. They represent a critical resource in both the growth and direction of the field. Through their incorporation, experiential education becomes more professional and helps clients transfer their learning. Participants in this workshop will gain a basic appreciation for these techniques and ability to apply them in their practice. Participants in "An Ericksonian Approach to Experiential Education, Part III" will experience these three specific techniques applied to experiential education. Demonstrations and structured exercises will help participants gain a basic proficiency in these techniques.

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Crafting Your Own Personal Walking Stick.

Jon Johnson, Ph. D.

Craft your own personal walking stick from the ashe juniper, a plant that is native to the Texas Hill Country, in this hands-on session which takes place outdoors. Use muscle powered tools and materials to transform a freshly cut sapling into an object of meaning, beauty and utility. Exchange metaphors and stories while you sand.

Day: **Friday**
Time: **12:15**

Expanded Description

Participants will learn about the ashe juniper, a plant that is native to the Texas Hill Country. Each person will select a freshly cut sapling and use hand tools and sandpaper to complete the crafting of a walking stick of their very own. Along the way, details on how to utilize this activity for educational and therapeutic goals will be presented. the utility of a stick as both a tool and as a weapon will be examined. The history of the ashe juniper provides a history lesson about the environment of this region. The aromatic bark and resin provide olfactory and tactile experiences. The bark can be burned to "smudge" the atmosphere. The activity has been used with success with both young and old, and is especially suitable in preparing a group for hiking and/or orienteering. Using the hand tools is esteem building and instructional (a bow saw and horseshoe rasp are used). The sanding of the stick to a velvety smoothness is gratifying and soothing activity that encourages informal communication exchanges. Each participant will leave the workshop carrying some sandpaper to continue the process in their spare time, but the stick will be 90 percent complete by the end of the workshop. The product should provide many years of service on the dusty trails, and be a lasting souvenir of one's visit to this region.

Processing the Experience: It's the Story that Counts.

John L. Luckner, Ed.D
Reldan S. Nadler, Psy. D

This workshop will explore current research on processing adventure based experiences and will present a rationale for a constructivist perspective toward learning and development. Participants will learn to use a narrative approach to help their students construct new stories about themselves and enhance generalization and transfer. In addition, they will explore ways to use reflective teams with groups.

Day: **Friday**
Time: **12:15**

Expanded Description

Rationale

Most professionals involved in experiential education contend that processing is an essential component of an effective program. It is generally believed that processing is necessary for helping individuals generalize the insights and feelings that they developed during the experience to their daily lives. While most experiential learning programs espouse the value of processing, few provide any training opportunities in this area for their staff. The purpose of this workshop is to provide participants with some specific information and techniques that they can use with groups when processing the experience.

Purpose

At the conclusion of this presentation participants will:

1. Be knowledgeable of what processing is and why it is an essential component of every adventure based learning experience.
2. Become aware of recent research that was conducted on the importance of specific processing skills.
3. Develop an awareness of the constructivist perspective of learning and development.
4. Develop skills in using a narrative approach to processing.
5. Develop an awareness of ways to help participants transfer the adventure based learning to their home environment.
6. Explored ways to use reflective teams with course participants
7. Have interacted with many new people.
8. Have had fun.

Workshop Outline

The following is a brief outline of the content that will be presented during the workshop.

1. Introductions and overview of workshop
2. Icebreaker activity
3. Experiential learning cycle and an expanded definition of the role of processing.
4. Constructivist perspective to learning and development
5. Narrative approach of learning and therapy as applied to experientiallearning.
6. Reflective teams and their application to experiential learning.

7. Questions and answers.

Format

Each component will be broken up into three parts (a) information sharing, (b) short activities or role plays using scenarios from typical adventure based activities, and (c) discussion.

Evaluation

At the conclusion of the workshop, participants will evaluate the content and delivery using a six item rating scale.

Biographical Sketches

John L. Luckner, Ed.D. is a Professor in the College of Education at the University of Northern Colorado and an instructor for the Voyageur Outward Bound School. For the past 18 years he has worked for a variety of outdoor adventure programs as an instructor, course director and consultant.

Reldan S. Nadler, Psy.D. has been working in the outdoor-adventure field since 1975. He is a licensed clinical psychologist in private practice. In addition, he is the president of Edgework Associates, a consulting firm designing outdoor experiential training for corporations, hospitals, couples, families and mental health populations.

Drs. Nadler and Luckner are the co-authors of Processing the Adventure Experience: Theory and Practice.

Student Management Techniques–The Keys to a Successful Outdoor Experience for Your and Your Students.

Roberta McFarland and Tom Casper

Together the participants will explore the task of challenging the excitement and energy students portray when brought outside into a positive experiential learning situation. By attending this workshop you will be able to distinguish between excitement, off task, inappropriate or disruptive behaviors and how they affect the group. We will develop strategies that keep students on task and learning in an overstimulated environment. This workshop will be particularly helpful for folks who work well with seventh grade students and younger especially in short term (1 to 5 day) situations. Great for seasoned outdoor educators or teachers venturing out for the first time.

Day: **Friday**
Time: **12:15**

Expanded Description

Disruptions: Students talking...flying pine needles...kids minds wandering...squirming sixth graders, these situations occur often when students are outside yet still in class. Working with students outside can be an extremely productive educational experience if you can channel these often normal expected excited behaviors.

Teachers are the critical resource for our future. This workshop will provide the tools to make all outdoor experimental classes successful ones. Students are inherently when outdoors. In the outdoors there is a sense of freedom, kids easily become over stimulated and often lack focus.

In our workshop we will begin by exploring the typical behavior of 8-13 year olds. Concrete strategies in teaching techniques, praise, preventing unwanted behaviors once they've surfaced will be presented. Years of experience in outdoor teaching will be shared with participants in working with the less structured appearance of an outdoor experimental class. We will look at student behaviors, teacher behaviors and activities that will keep the fun in being outdoor for both.

STUDENT BEHAVIOR

We will begin by creating a working definition of discipline. What discipline is (i.e.: responsibility for ones own actions) and what it is not (i.e.: punishment.) As a group of experimental educators we will then create workable student behavior goals to use during any outdoor experience. Clarification of different types of inappropriate behavior will be presented.

OFF TASK
- alone
- passive
- doing something other than what has been directed

INAPPROPRIATE
- alone
- active
- violates standard rule
- does not necessarily include off-task

DISRUPTIVE
- two or more
- active
- violates a standard/rule
- does not necessarily include off-task
- disrupts the learning not necessarily the instruction

Causes of the various inappropriate behaviors will be discussed to include poor management, misguided motivation of students, unclear rules, sleep deprivation, homesickness, different values, fear, etc.

TEACHER BEHAVIORS

Exploration of proven teaching techniques will be the next section of our workshop. Poor teaching skills usually equate to unsatisfactory experiences for both teacher/instructor and the students. Most student management problems can be prevented. The role of the teacher can be divided into three categories, organizer, communicator and evaluator. By dissecting each category we will create behavior expectation models for teachers as experiential educators. The teachers perception of problems and tolerance quotations will also be addressed.

EXTREME SITUATIONS

We will facilitate an exchange of experiences concerning the ED (emotionally disturbed) handicapped, mainstreamed and inclusion students.

VARIOUS BEHAVIOR PHILOSOPHIES

We will introduce various philosophies school districts have employed with students in their systems. Assertive discipline, reality therapy, non-assertive discipline, power of positive schools and laser beaming will be presented.

COOPERATIVE LEARNING

We will also ask the workshop participants to write a 3x5 card a student-teacher management situation they would like help in working with. Several situation cards will be chosen for the colleagues in the workshop to respond to and provide insight and experience for all to gain from.

We will close by including activities that can be used as filler games or low teacher maintenance lessons when outdoor teachers are in transition from one activity to the next. These sponge activities may include journals, minute mysteries and new games.

Student management techniques (are) the keys to a successful outdoor experience for you and your students will include dramatization, lecture, discussion, brainstorming, question and answer time and role playing.

We want students and teachers to be successful in their efforts with discovery and experiential techniques. By examining typical student behaviors in outdoor situations we believe our participants will be prepared for and have the ability to enjoy the outdoors with their students.

Experiential Activities for Use with Sexually Abused Children and Adults

Sharon McGloin, MS, CTRS and Peggy Nies-Scargall, CTRS

Each year the number of children and adults who are being identified as having been sexually abused is increasing at an alarming rate. In Missouri, the statistics show that there were 3,936 abuse and/or neglected cases reported statewide in the month of August, 1987. (Division of Family Services County Office Monthly Operations Report, August 1987) There were 6,840 children involved in these cases. The result of the investigation found that there was reason to suspect with 2,586 children, 4,003 were unsubstantiated and 251 were missing and/or unable to locate. The State of Missouri does not track the number of adults that were sexually abused as children. However, many of the numbers from previous years may have included these adults as children in the state system.

Day: **Friday**
Time: **12:45 PM**

Expanded Description

This session will cover signs and symptoms of sexual abuse. Activities will be presented and actually carried out with the workshop participants. After each activity, there will be time for processing fro the perspective of working with children as well as adults. This session is experiential in nature. Please dress comfortably and come prepared to participate.

What Is Sexual Abuse?

What is sexual abuse? Under the Child Abuse Prevention and Treatment Act (Public Law 93-247) passed by Congress in 1974 and amended in 1978, child abuse and neglect is defined as:

the physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare or health is harmed or threatened thereby.

amended in 1978: "includes the obscene or pornographic photographing, filming, or depiction of children for commercial purposes, or the rape, molestation, incest, prostitution, or other such forms of sexual exploitation of children under circumstances which indicate the child's health or welfare is harmed or threatened thereby.

The full extent of sexual abuse in the United States is not known since this issue is treated with secrecy and not talked about or reported in many cases. The estimated figures show that the number of women before age of 18 is 25% to 38% and could be as high as 50%. In 90%–95% of the cases the abuser was known or related and was male. The number of men before the age of 18 is 10% to 20% but assumed to be higher with 83% of the offenders being male. It is estimated that 250,000 children are molested in their homes yearly. These are children that grow up to be an adult sexual abuse issues to deal with if not treated at an early age.

Summary

There are signs and symptoms of sexual abuse that individuals working with children and adults must learn. The impact that the abuse had on the child and adult must be understood if the can expect to reach his/her potential. This presentation will cover the signs and symptoms, the impact on the child and adult and the therapeutic interventions that can be used to assist these clients with recovery and the ability to function in the everyday world.

The therapeutic interventions will be experiential (hands-on) in nature. They will be sequential and follow a format that has been adapted from Project Explore, a model for working with behavior disordered children.

The activities that are chosen give a sense of control and empowerment over issues in their own lives. The model begins with goal setting and provides a continuum from awareness to adventure activities. There will be specific activities that will be processed with the group from a perspective of dealing with children as well as adults.

A breakdown of the sequencing for the activities will be as follows:

1. Goal Setting
2. Awareness Activities
3. Trust Building Activities
4. Communication Exercises
5. Cooperative Activities
6. Problem-Solving Activities
7. Adventure Activities (low and high ropes)

The continuum will be followed during the presentation with a selection of various activities that can be used during each sequence. The activities will be presented to use with children as well as adults. All of the activities will be processed after completion. The last stage on the continuum, Adventure Activities, will not be followed as this speaks to low and high ropes course elements and we will not have access to a rope course during this session.

In summary, this presentation will cover the definition of sexual abuse, the signs and symptoms of sexual abuse, the impact issues and the therapeutic interventions in the treatment of sexual abuse from an experiential perspective. These activities will be examined and presented in a way that increases self-esteem and empowerment for these clients is a top priority.

Metaphysics in Experiential Education

Burnie Perry, Ph.D.-CAND., CSAC, RCC

Are you searching for your meaning and purpose in life? Do you work with those who are searching for answers as well? Are you perplexed over your current life path? Do you search for some spiritual answers? Are you looking for ways to help other find themselves? If answered yes to any of these questions, then you need to attend this workshop. This workshop will help the participant understand how Metaphysics fits into Experiential Education through a group interactive presentation

Day: **Friday**
Time: **12:45 PM**

Expanded Description

Are you searching for your meaning and purpose in life? Do you work with those who are searching for answers as well? Are you perplexed over your current life path? Do you search for some spiritual answers? Are you looking for ways to help other find themselves? If you answered yes to any of these questions, then you need to attend this workshop. This workshop will help the participant understand how Metaphysics fits into Experiential Education through a group interactive presentation.

Throughout the presentation the participants willhave a true spiritual experience through the interactive group processes that take place. The presentation will begin with a brief overview of Metaphysics and, then through an interactive exercise called "The Path," will help the participants get into smaller groups. The exercise will ask the participant to get into one of five groups that are labeled Crossroad, Highway, City, Trail and the Homestead. Each group represents a different place in life or path someone might be on. The rest of the workshop will be facilitated in such a way that each participant will have a spiritual experience through a variety of Experiential exercise.

The main purpose of this workshop is to use an interactive spiritual approach to helping individuals understand themselves and how Metaphysics fits into Experiential Education.

Male Allies Ending Sexism: About Fathers and Sons.

Bill Proudman

Day: Friday
Time: 12:15

Expanded Description

Last year in Vermont a group of men came together for a powerful workshop about men and the effects of sexism. This workshop will again seek to create a safe place for men to look at the relationships between fathers and sons, men with other men and men as allies to women to end sexism.

This process centered experiential workshop will use emotive exercises, one to one dyads, group discussions and reflection to assist men as taking their next step at being better allies to each other and women to eradicate sexism.

This will be the second year I have led this workshop at AEE. I am repeating this workshop due to the overwhelming response from last years participants. It struck me as crucial that more and more opportunities be made within AEE for men to come together.

For the last seven years my professional work has been more and more around issues that separate us–racism, sexism, homophobia. This workshop will be a facilitated sanctuary for men to talk with other men about how sexism affects us, causes us pain, confusion and what we ca do to work more proactively towards creating work situations where we eradicate sexism.

WORKSHOP GOALS
The workshop goals are as follows:

1. To provide safe sanctuary for men to talk about how sexism affects them
2. To give men the opportunity to see how other men can provide support (rather than just women).
3. To assist participants with how sexism (and homophobia) pervade the outdoor adventure field.
4. To create next steps to eradicating sexism.

ABOUT WOMEN PARTICIPATING
This workshop should not be listed as for men only. Last year we had 6 women in a group of 40 men participants. The workshop is open to anyone but the sole focus of the workshop will be on men and their issues.

To those who object to having women present in a men's caucus, I suggest that men do indeed need sanctuary with other men but that in a workshop setting we can have both men and women attending and solely focus on men working with other men on issues related to sexism.

WORKSHOP OUTLINE

The outline for the workshop is currently as follows:

Multiversity Welcome

Paternal Call Out
full name, son of..., grand son of A Hero of yours

About ICG Perspectives Agreements

DYADS -what is a DYAD
-"What have been some difficulties for you growing up male in the culture
-"What have been sources of strength for you growing up male in this culture

"Large Group Check In

ADULTISM Visualization
Dyad LGCI

MALE Privilege
Father Son Skit
Boxes
what is the mis-information we have received about being male?
Skits from childhood-what did it mean to act like a man
How do we objectify women-Women's Box

Men's Stand Up The Tragedy of Sexism
How are you affected? What have you done to resist?
What are you afraid of? How do you express emotions?

Homophobia-
What keeps us from being inherently close with other men

Speak Outs
1. As a man, what I want you to know about me is...
2. As a man, a contribution I bring to the alliance building process is...
2B. As a man, a major block that impedes my alliance building process is...
3. As a man, what I need from others is...
DYAD LGCI

VISIONING
What would your world look like if men and women were equally valued?
Newsprint this **LGCI**

PERSONAL NEXT STEPS
1) What are the issues/challenges you face in your personal life an/or work in becoming a better ally to women?
2) What strategies can you think of that will allow you as an individual to be a better ally to women.

Closing LGCI
What I learned - relearned about myself
What I appreciate about me (Men) is...
Cold Within

The Odyssey of Integrating Project Adventure Learning in a Public School System.

Dr. Martha ~~Riddle~~ Scruggs

Whether you are just embarking or are in the middle of your journey to implement Project Adventure Learning in a public school setting the ideas and lessons available in this presentation will be invaluable. All levels of adventure practitioners will be skillfully guided through five essential components to complete the learning for this session.

Day: **Friday**
Time: **12:15**

Expanded Description

The use of Adventure has been a viable means of education for many years in many different settings. Often it has only been an adjunct to exciting programs and has not been embraced on a systematic level. Here is an opportunity to discover how a traditional public school setting is bringing Project Adventure Learning from the margins into the mainstream.

In Spring Independent School District, 30 miles north of Houston, Texas, during the past four years there has been a steady movement to understand how adventure may be employed in a K-12 system. This has occurred not only in physical education but also in the classroom, the community, the administration, and other special settings. This comprehensive approach is often what is envisioned but seldom realized by school systems. This presentation will focus on the adventure of getting to where we are and the excitement of planning for the future. If you are part of a school system with dreams of bringing adventure learning to life, you will find the information presented here invaluable. Also, it may prevent you from reinventing the wheel. Your wheel will be different from ours, however, it does share common characteristics which we feel privileged to share with you.

As a participant you will be greeted by your main guide who will frame the experience for you. You will then embark on a series of mini adventures which will highlight 5 different components of the Spring ISD program. They will include: The Wacky World of Administration, Converting the Community, Managing Ropes Course Rapture, SSS (Special Services Synergy), and Wonders in the Classroom. Depending on the numbers in the workshop you will travel in small groups to each of these adventures where a Spring ISD guide will engage you with both an activity helpful as it relates specifically to this area, i.e. in the Wacky World the guide may use an Adventure activity which helped principals look at their schools core values. You will then spend time with the guide, who is also in administration, to learn strategies helpful in navigating the Adventure Learning ship through the Wacky World's Waters. Each of the other components will have the same format.

At the end of the mini adventures the guides, as well as the participants, will reassemble for an open discussion and closing activity. All participants will be encouraged to participate in each of the components as the sum of these experiences will provide a complete view of how Project Adventure Learning has been integrated systemically in SISD.

Through this format we hope that participants will gain the following:

- A variety of activities to use with different school populations
- An awareness of what is necessary for Adventure Learning to be implemented on a systemic level.
- The knowledge of what first or next steps could be within their system
- Knowledge of how and where to access critical resources as you work to implement Adventure Learning in your system.

During a time when so many school systems are operating in isolation from each other it seems important that the experience and lessons learned by one large suburban district have an opportunity to be shared.

Corporate Downsizing: Managing Redirected Career Paths.

James A. Schmidt, MSW
Frank M. Sanders, MA

Corporate Downsizing has become common place in the 1990's. The results have often been a major adverse impact on personal careers, families and individual lives. Those primarily effected include middle management personnel who are left jobless as corporations flatten organizational structures and reduce costs in an effort to be more competitive in a world market place. This workshop presents an affordable, experientially based model for helping such persons manage their career during a time of crisis. It is a workshop for "trainers".

Day: Friday
Time: 12:15

Expanded Description

Corporate Downsizing has become common place in the 1990's. The results have often been a major adverse impact on personal careers, families and individual lives. Those primarily effected include middle management personnel who are left jobless as corporations flatten organizational structures and reduce costs in an effort to be more competitive in a world market place. This workshop presents an affordable, experientially based model for helping such persons manage their career during a time of crisis.

The three hour workshop presents a training model that couples a three day intensive planning session with a ten week action plan. The workshop is designed for people who are working with managers who have been impacted by corporate downsizing. It is a "trainers" workshop. Included in the workshop will be sample tools and initiatives for assisting displaced managers to achieve career objectives in a safe and supportive environment. The model incorporates the principal person impacted along with a significant other in developing career goals, lifestyles, and action consistent with personal needs.
Elements included in the model are as follows:

"P cubed" (Personal Personnel Plan)
Career Goals
Family as a Team
Development an Execution of a "Million Dollar Plan"
Management of Two Careers
Management and Leadership Behavior
Support Systems
Practical Examples of What Works
Opportunities to Celebrate our Mistakes and Learn
Experiential Practice Fields

In brief, the workshop will prepare "trainers" to design and implement programs for developing and maintaining our critical management resources.

"Tracking": Utilization of Experiential Learning Technology.

Jan Summers, Ed. D.

"Tracking is an observation technology inherent in The "Excellence Principle" that allows facilitators to understand HOW and WHAT individuals think by observing movement in space. "Tracking" allows facilitators to understand group processes that lead to maximum productivity. This session will utilize a number of group initiative experiences to demonstrate "tracking" as a profound experiential learning facilitation skill.

Day: **Friday**
Time: **12:15**

Expanded Description

The body is the mind's experience of itself. How a person's body moves through space is how their mind processes information. Observing eye scanning patterns and minimal body cues gives information about HOW a person is thinking. Observing full-body movement through space gives information about HOW a person is thinking as well as WHAT they are thinking The body and its selection of where to be in space is a literal metaphor of the human experience at the deepest of unconscious levels. When a body's pattern is repeated over and over again it will CREATE itself. Our bodies literally act out our thoughts To act out a thought over and over again is to create the entire set of circumstances to sustain the drama To see the larger patterns of a person's movements is to know their soul and to be able to predict with accuracy a person's future. TO INTERRUPT A PERSON'S PATTERNS IS TO CHANGE THE COURSE OF ONE'S DESTINY

We now have the technology to OBSERVE pattems, to INTERRUPT patterns, to CREATE patterns, to INSTALL patterns, to MIMIC patterns, and to MODEL patterns. "TRACKING- is a facilitation technology that allows us to reach our highest potential in experiential learning utilization. (Summers, Lee. The Challenge of Excellence: Learning the Ropes of Change)

Bookkeeping Guidelines and Policy for A.E.E. Regional and Professional Group Treasurers: Principles of Good Record Keeping in the Promotion of Fiscal Responsibility through Strong Communication Networks in Building an Inclusive A.E.E. Community.

Renee Thompson and Magaret Lechner

This workshop will consist of an outline of standard bookkeeping principles on which to structure a strong fiscal foundation for Regional and Professional Group Treasurers. This workshop was developed to serve the needs and questions of the A.E.E. Bookkeeping Community in an effort to streamline our goals, concepts, expectations, problem prevention, and communications. There will be a time for general discussion and questions. We will learn through sharing and developing problem prevention techniques.

Day: **Friday**
Time: **12:15**

Expanded Description

The workshop will begin with a general overview of bookkeeping principles and how those principles will play into the Treasurers' responsibilities of record keeping. We will present what procedural record keeping and reporting tasks to the AEE Business Department will be required, while providing guidelines to make this task easy to understand and follow. Sample budgets and record keeping forms will be provided as sample tools to be implemented into current financial systems.

Discussion will take place explaining and developing the necessary parameters of the fiscal relationship between AEE's Board of Directors, AEE's Business Department, and Regional and Professional Group Treasurers. Margaret Lechner will share the Board of Directors' vision and goals for the AEE's financial plan and budgets, while covering the Treasurers' positions in complying with these fiscal responsibilities. In presenting these fiscal responsibilities, we will also need to establish what roles Renee and Margaret can play as support to our Treasurers. In defining this support, we will also cover what roles of reporting to the I.R.S. that the Business Department maintains and what guidelines must be followed so that this reporting can be consistent, accurate and managed. We will also cover the various reporting calendars, i.e. Fiscal Year vs. Calendar Year, and decide which format would be best for our reporting.

During this workshop we hope to develop and provide answers to "How do I set up my record keeping system?", "What reporting do I need to provide the AEE Business Office?", "How do I develop a budget?", "Who can I call for help or information?", and more. Together we will work towards developing a structured set of guidelines to be followed by all AEE Treasurer/Accounting positions.

Playing To Learn.

Daryn Ulmer, B.A.

This workshop is designed to teach recreation therapists, social workers, counselors, psychologists, psychiatrists, teachers, experimental educators, environmental educators, adult educators, camp counselors and directors, youth leaders, juvenile detention workers and/or juvenile probation officers, employee and management development specialist, and anyone interested in facilitating groups games and initiatives that would prove effective and beneficial in counseling groups about interpersonal skills, personal development, problem-solving, conflict resolution, communication, decision-making, goal-setting, following directions, boundaries, cooperation, and many other issues while imparting a lesson.

Day: **Friday**
Time: **12:15**

Expanded Description

GAMES TO BE EXPERIENCED

FREEZE YOUR FRIEND
A tag game adapted from Assassin wherein the group members are to tag the person to their right after the circle is dissolved. Once tagged, a person must tell their tagee who they were after so that the tagee may now pursue that new "friend".

BOUNDARIES
A rope, cones, tape or other markers are given to the group members and they are instructed to make X number of spaces - all with common boundaries, but whose marker does not double back on itself. These spaces are then used for the next game.

HOLD THE ANCHOVIES
Using equally-sized areas, the group is given several items representing anchovies. They must attempt to eliminate the anchovies from their area (pizza) within a time limit without having any on the ground near their boundaries.

STICK STACK
The group is presented with dowel rods and asked to set a goal of height for making a structure with these dowels. After setting their goal, the group is told of a handicapping condition that must be overcome while meeting their goal within a time limit.

LITTIMER'S LINE
Two opposing boundaries are made with the group beyond one of them. The group is told a story of Littimer and his curse. The group must pass to the other side of the boundaries by the last person taking the next step.

GIANT JACKS
A sheet is placed over a pile of small items (jacks) and a ball is placed on the sheet. The group must set a goal for themselves and move the jacks from under the sheet to another boundary only while the ball is airborne.

PUT OUT THE FIRE
Balloons of three colors representing the three main types of fires must be popped using footwear or bags symbolizing the three common types of fire extinguisher within a self-determined goal of time.

DISPLACE THE BASE
Dowel rods are stacked 3 x 3 in a tic-tac-toe pattern at least ten levels high. The group is challenged to remove as many dowels as possible without allowing the top three to touch the ground, any group member, or anything.

As many of these games and initiatives will be played as there is time for (a minimum of five is expected).

How To Grow A Program, Marketing Management.

Betsy Upchurch

There are tried and true ways to increase your business. They are simple, although not necessarily easy. You will go through the basics of Marketing Management using your own program as a case study. You can expect to brainstorm, share and role play. You will leave with an understanding of what it takes to market your program and a rough action plan for your program.

Day: **Friday**
Time: **12:15**

Expanded Description

There are tried and true ways to increase your business. They are simple, although not necessarily easy. You will go through the basics of Marketing Management using your own program as a case study. You can expect to brainstorm, share and role play. You will leave with an understanding of what it takes to market your program and a rough action plan for your program.

Betsey Upchurch has spent the last 20 years managing and marketing programs for young adults and corporate clients, most recently at the Nantahala Outdoor Center. She has successfully propelled those programs from small one-man operations to profit making year- around programs with full time staff and long term clients. She now works at SOLO in Conway, NH where she is an instructor and helps with marketing projects.

I. Vision You must know what you have to offer. You must also know what you want to sell. It is fine to listen to the customer but if the customer wants something you don't really want to do or cannot do well, you gain nothing by taking his business. My experience is that most companies the size of most outdoor programs, cannot say clearly and in few words what they are about or what they want to be about. While they often can tell me what they *do (* offer ropes courses or wilderness trips), they have a hard time saying what the purpose for doing it is *for them (* to help young adults grow into responsible adults or to help individuals in business work to their highest potential).

Once you can say clearly, in one sentence what you have as a vision, you must then be able to describe how you will know when you are doing your vision. What will be happening in your program? What do your facilities look like? Who are your staff? What can they do? What volume of sales do you have?

II. What Makes You Unique?
Why should any client choose your program over any other service that achieves the same goals? Why should a client choose your program over your closest competition?

III. Who is Your Customer?
Who are your current customers? Why do they come to you? List all possible future customers who fit your vision and list reasons they might come to you.

IV. What Must You Do To Be Doing Your Vision?
Basically, what must you do to get from where you are now to where you want to be. Several possible areas for creating action plans to get on the road to your vision are: Program Development, Facility Improvements, Staff Development, Promotional Efforts to reach your customers. Once you know where you are and where you want to go, you must create a budget process that will support your vision.

You will want to create an effective evaluation process in each area. These evaluations will be both internal and external. They can include customer satisfaction evaluations, hard measurements for improvement in performance, tracking staff turnover, tracking effectiveness of each promotional effort and regular budget review.

V. Action Plan

Without "action" your plan is useless. The format does not really matter as long as you can hold yourself and others accountable for doing it. The form on the following page is one that has been used effectively. Use as many pages as you need to create a year's worth of action plans. These plans should be looked at weekly. Something from those sheets of paper should be on your "to do" list every day.

I said in the workshop description that marketing was simple but not easy. The "not easy" part is every day doing a little something toward your vision and dreams while trying to maintain what you already have. A couple of suggestions: Drop anything that is not part of your vision and keep visual reminders around about what you are going for. Daily firefighting can really distract you from what is important. Try to delegate where possible. Having other people in your organization help prepare the vision and have input on the action plan creates momentum toward what you really want to have and often make a better plan.

Heart Rate Comparisons Among Different Types of Challenge Course Events.

Camille J. Bunting, Ph.D.; Martha Muckleroy, M.Ed.

Research has shown significantly elevated heart rates on high ropes events. In fact, there have been maximal heart rates documented on several. Until recently however, there has been no documentation regarding low events or group initiatives. This workshop will provide heart rate data for a variety of challenge course events. The relationships between the various events will be discussed along with the influence of physical fitness, age, and gender.

Day: **Saturday**
Time: **10:30**

Expanded Description

Research has found ropes/challenge course participation to be effective in promoting self-esteem, communication skills, and group cohesion (refs.). In fact, experiential training utilizing a challenge course has become a popular corporate training component. With an aging clientele, it has become increasingly important for facilitators to be aware of the physical stresses that can be experienced during a challenge course experience.

This presentation will discuss heart rate data from a variety of challenge course events for males and females from 18 - 50 years of age. The influence of physical fitness, as measured by maximal oxygen uptake and non-exercise fitness estimates, will also be discussed. The tendency is to assume that the high ropes events elicit higher heart rates. However, some of the low events can also elicit significantly higher heart rates than an average workday.

Data will also be presented regarding stress hormone (epinephrine and norepinephrine) excretion during outdoor adventure experiences of backpacking, rock climbing, whitewater canoeing, and high ropes course. These data will show that although high ropes course participation elicits high heart rates, rock climbing and whitewater canoeing elicits higher levels of these stress related hormones.

Music As A Debriefing Technique.

Richard Doherty, B.S.

Because music is one of multiple human intelligences, we use songs to express ourselves. In this workshop, participants will identify feelings from an experience and then create sounds/music to reflect on it. An open discussion of music as a debriefing method will follow. No musical experience is required.

Day: **Saturday**
Time: **10:30**

Expanded Description

This workshop will investigate the use of sound/music/song as a technique in debriefing an experience. It's purpose is to provide facilitators with another resource for debriefing and participants with another way of expressing themselves and having fun!

What's going to happen in the workshop: As a get-to-know-you introduction, participants will be asked to make a sound that represents them or a sound that they were famous for as a kid.

Next, workshop participants will engage in an initiative, debrief it using sound/music/song, repeat the initiative, and debrief again.

Finally, a discussion of this technique will occur. The discussion will address thoughts/feelings, advantages/disadvantages over conventional debriefing methods, and appropriate populations and activities to use the method with.

BACKGROUND

Howard Gardner states in his book FRAMES OF MIND that humans appear to have multiple intelligences. One of these is musical, "the abilities of individuals to discern meaning and importance in sets of pitches rhythmically arranged and also to produce such metrically arranged pitch sequences as a means of communicating with others".

Debriefing an experience is typically accomplished through verbal or written methods. People process information differently with their senses and at different rates. They also express themselves in different ways with varying degrees of efficiency. Gardner's theory of multiple intelligences suggests that people might respond to a variety of debriefing techniques, including those relying on musical intelligence.

Although we sometimes think of musical intelligence as a rare talent, music enters almost everyone's lives in many ways: as entertainment, escape, relaxation, in advertising, and as atmosphere in many public places (supermarkets, hotel lobbies, the dentist's office). People use songs to express a wide range of feelings and observations of everything, from love to litter to capitalism to toast. Music and song exist in all cultures and have well before the beginning of recorded history.

Music as a debriefing technique would include sound/music/song to express feelings and observations about an experience.

Music in it's most basic form has two components: rhythm and melody. Rhythm requires sounds organized over time. Sound can be created by using parts of the body (the mouth, hand claps, finger snaps, chest thumps) alone or in conjunction with musical instruments. Sounds repeated in a pattern over time create a rhythm and sometimes a melody. Melody is the tune of the music. Various feelings or moods are evoked by the melody depending on the key, scale, or mode used. Timbre (the tone of sounds) and dynamics (the loudness or softness of the sounds) are two other important aspects of music.

THE INITIATIVE

"Takaradi Tower" is a team challenge where the team must build the tower as tall as possible in 5 minutes. A block can only be moved with two players touching it at the same time. Players must never touch a block alone and players must remain in contact with the block until it is in place. This challenge begins with the tower built of three blocks on edge per tier and all blocks have been used.

THE DEBRIEF

~ The facilitator will distribute a variety of musical/percussion instruments and ask a couple of participants to share, using only sounds or music, their observations of how the initiative went.

~ Next the facilitator will ask all participants to each think of and make a sound/music that expresses how they were feeling at the end of the 5-minute initiative. Participants will all make their sounds at the same time, and then the facilitator will have each participant share their feeling sound one at a time.

~ Finally the facilitator will ask for volunteers to think of and present a transition of sound/music that represents how they behaved during the activity to how they would behave if they did the activity again.

THE INITIATIVE AGAIN

The team(s) repeat the activity, same players same rules.

THE SECOND DEBRIEF

~ The facilitator will split the team into three groups each with a different assignment. One group will create a melody for how the initiative went this time. The next group will create a rhythm for how they were feeling at the end of the initiative. The third group will create a melody for how they behaved during the initiative. After five minutes or so the three groups will assemble their rhythm and melodies into a song that represents the initiative

At this point the facilitator will have everyone applaud each others efforts and ask the participants to stand up, move around, and change seats for the discussion.

THE DISCUSSION

This will include the following topics:
~ Thoughts and feelings on using sound/music for debriefing.
~ Advantages/disadvantages over using verbal or written communication.
~ Populations this might be beneficial for and necessary guidelines.
~ Activities this could work especially well with.
~ Combining music and word into songs for debriefing.
~ Other concerns or comments.

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Development, State and Trends of Corporate Experiential Learning in Germany.

Dr. Mario Kölblinger

This workshop deals with experiential learning in the field of corporate training and development. It provides insight into similarities and differences between the German and Anglo-American interpretation, development, and application to further education. It demonstrates earlier, mainstream and modern forms of experiential training and finally focuses on elaborate concepts of adventure based programs.

Day: Saturday
Time: 10:30

Expanded Description

Development, State and trends of
Corporate Experiential Learning in Germany

Experiential learning doesn't come easy to corporate education nor is a well established mode of learning within schools, colleges and universities in Germany.

The main teaching and learning approach is still brain based and provides a creation of knowledge and skills "on stock" for later application rather that "just in time learning". It emphasizes the separation of the source of learning from the target of application.

The German education system could be roughly described as follows:

- Subject centered
- Objective based
- result and efficiency oriented
- mainly teacher centered
- without reflection on the learning process.

The current educational structures don't allow much time and space for alternative approaches, such as experiential learning, which wouldn't fit into the existing system of exam regulations and credentials. this barrier effects corporate education as well. hence experiential learning isn't established in the academic body of our educational system it lacks tradition and reputation, two basic prerequisites for being accepted in corporate education.

This is even more surprising since Germany is able to look back on a successful corporate educational system which always has been real training for a real job and is in existence since the fourteenth century: the corporate apprenticeship, which is very action based and focuses learning and application as a whole. it inherits a number of characteristic features that constitute experiential learning as well. But the development of corporate education in Germany took a different path and since the end of the last century corporate education became more and more cognitive centered corresponding to more highbrow job requirements and an increasing number of white collar jobs, which were better paid and more attractive. The learning by doing approach subsequently was left to manual work and vocational education.

The term "experiential learning" as an umbrella concept for quite a number of various learning approaches in various fields of life is almost unknown in Germany, although experiential learning is manifest in Germany. The German translation "Erfahrungslernen" doesn't cover the same connotation - as it might be understood in Anglo American areas - , due to different traditional roots and modes of application. Terms that are more common to people are "learning by doing" (mainly in it's English version), "action based learning" (including "project learning") and "adventure based learning".

Approaches of experiential learning in corporate education are:

I Earlier training forms
- group dynamics
- role play
- encounter groups
- sensitivity training

II Mainstream training forms
- case studies
- management games
- workshops
- quality circles
- "practise companies"
- on the job training
- dual apprenticeship systems

III Modern training forms
- project learning
- on site team training
- suggestopedia
- adventure based training
- self directed learning
- "Lernstatt" -concepts
- cognitive apprenticeship
- coaching
- neurolinguistic programming

Among experts the amount of experience based training in Germany is estimated at 10-20% of all training activities, but undoubtedly the current trend of training and development indicates a significant increase in the field of corporate experiential learning, mainly in the area of "on the job learning".

All of these programs are based on and deal with own concrete experiences in a training setting or on the job, but they don't disclose, to what extent the training events are real experiential, not just action based. This consideration focuses on the learner's degree of involvement of self, the degree o learner control and the degree of correspondence of learning environment and workplace environment, and not forgetting process-orientation. Building a didactic sequence of a learning circle with a particular emphasis on processing and generalizing the experiences is by far not a common habit in active and interactive training forms. Apart from other distinctions this seems to be the major differences between the Anglo American and the German training approach, when talking about and delivering experiential learning.

But Kaizen works in Germany as well and gives rise to a growing awareness that successful management outcomes only could be achieved by successful management processes, which precede the results in question. The experiential learning approach might be a valuable contribution to foster this orientation.

Implementing experiential learning in training programs often seems to be walking a tightrope between skills development and enpowerment, traditional subject structures and time and budget restraints.

Some action based training programs don't seem to be suitable for an experiential approach at first sight, such as the "cognitive apprenticeship model". It starts strictly with modeling a desired behaviour or range of skills by an expert instead of providing opportunities for self discovery for the participants. But when the program proceeds it increasingly allows ownership of learning and empowerment, while the expert is fading out gradually. Experiential learning comes in with the second step of development.

This example might lead to an investigation to what extent other, more traditional, training programs inherit a hidden potential of experientiality that could be tapped in one way or another. An useful aid could be a scale or a checklist to classify the degree of experientiality of one's own programs and an action plan how to make the training elements more experiential.

Since Germany is facing a corporate educational crisis of efficiency and credibility, because old training patterns don't work any more, many companies start rethinking their educational programs and getting more openminded toward approaches, that deal with active, inductive and process oriented learning.

Among the corporate experience based training forms in Germany the adventure based programs in general rank highest on the scale of experiential performance, although their total amount of all corporate trainings is infinitesimal.

Due to the novelty of adventure based programs in the field of training and development they are free from traditional boundaries, didactic restraints and handicaps. Instead they are able to play the whole gamut of experiential tools.

Furthermore alienated experiences in novel settings more than other training events demand for active reflection, genuine process orientation and a proactive generalization in order to bridge the gap between the outdoors and the workplace setting. All of these circumstances fit in well with experiential ideas and methods.

According to recent studies the spectrum of corporate adventure based training in Germany could be split into six major strands, although there are not always clear cut deviding lines between them, since some characteristic elements are to be found in other approaches as well. This segmentation is made from a corporate perspective to judge the range of contribution different outdoor approaches might offer to the company's training plan.

The approaches follow an ascendant order of an increasing connection of outdoor experiences with corporate subjects coupled with a growing instrumentalization of outdoor settings.

1. natural outdoor programs
2. naive outdoor programs
3. aided outdoor programs
4. advanced outdoor programs
5. elaborate outdoor programs
6. virtual reality outdoor programs

In some way adventure based trainings in Germany start to blaze the trail for implementing experiential learning methodology in other corporate training areas, and it seems to be very promising attempt so far.

Women at Work: Engagement of Students in an Integrated Technological Studies Program.

Karne Kozolanka

An interpretation of the nature of female student engagement in an integrated, technological studies program is presented. Put simply, a number of male and female students built a house over a five month secondary school semester. An exploration of student life in this program is explained through their narratives of experience and hermeneutic interpretations which identify qualities and experiences associated with their engagement.

Day: **Saturday**
Time: **10:30**

Expanded Description

Women at Work: Engagement of Students in an Integrated Technological Studies Program

Technological Studies has long been a dumping ground for students experiencing difficulty with "academia" in secondary schools. My personal experience of secondary school bears this out--as I failed make the grade in academic subjects I was encouraged to "get a trade." The hands-on approach of technological subjects was a more relevant schooling choice for my interests and temperament, but shop classes did not fully engage me either.

This presentation will describe the nature of female student engagement in an integrated technological studies program. Put simply, male and female student of mixed ability received multiple credits for building a house. An exploration of female student life will be presented using narratives of experience to identify qualities and experiences associated with female student engagement.

Like most teachers, my classroom teaching met with varying degrees of success. It was these successes and near successes that led me back to graduate school to examine practice from a different perspective. The fact that I came to this study as a former disengaged student and dropout influenced what I discovered and learned. This background, as student and teacher, has affected my approach. I chose to study technology in an integrated program because I believe that it had some potential for dealing with problems of engagement. The purpose of this inquiry was to answer the question: "What happens in this schooling program that interests, motivates and, ultimately engages students?

Engagement or lack of it, is a difficult term to define. While the Oxford dictionary (Allen, 1990) provides some assistance and a logical starting point, it seems that the term can have numerous and somewhat confusing meanings. For example, a student who has "come into battle" with the school system and in constant trouble could be as intimately engaged as the honors student. The same could hold true for one who is just "taking part". Engagement can also be understood in terms of what Csikszentmihalyi (1975) calls the experience of "flow", in which people are engaged in activities they find intrinsically enjoyable and "outside the parameters of worry and boredom" (p. 35).

Literature from experiential education also provides some help in defining what engagement in school is about. Proudman (1992) describes experiential education as a set of critical relationships. Gibbons (1974, 1976, 1984), Wigginton (1975, 1985) and James (1968) provide additional conceptual knowledge that assists in the development of a theoretical framework helpful in understanding the engagement of students in this program. Joplin (1985) and Harwood (1992) also contribute analytical frameworks that are useful in identifying aspects and qualities associated with the engagement of students.

Closely connected to conceptual understandings are issues that relate to how students function as members of small groups and communities. The work of Johnson and Johnson (1975, 1991) and Freeman (1985, 1990) provide analytical viewpoints which help to explain the aspects of the engagement of some students. Another relevant body of knowledge is the work of Belenky et al. (1986), Gilligan

(1982) and Gilligan and Lyons (1990) who provide useful perspectives of developmental differences and needs of adolescent girls.

This study used ethnographical literature from anthropology (Geertz, 1983; Pratt, 1986) and sociology (Glaser & Strauss, 1967) as a basis for being present in the classroom (in this case a jobsite) with the purpose of discovering useful theory. Phenomenological (Van Manen, 1990) and narrative (Clandinin, 1991; Connelly & Clandinin, 1988, 1989, 1990) works were critical in developing a systematic set of research tools that enabled me to listen and hear the stories of student and their teachers. Other literature relates to developing alternative perspectives to standard principles of research. Hamilton, MacDonald, King, Jenkins and Parlett (1977), Bogden and Biklen (1982) and Mishler (1986, 1990) provided useful rationales and methods more appropriate for the type of social and behavioural inquiry conducted in this study.

The study involved an examination of a whole class over the period of a five month semester. In addition, it was necessary to track the experiences of ten students, four of whom were female, in order to gain a richer and more in-depth perspective. I was present at the school and site for half of the time for the first three and-a-half months and one quarter of class time for the final six weeks.

The conclusions show that female student engagement in school routines was dependent on a number of qualities that have arisen from this study and previous work (Horwood 1992). Students have distinct patterns of engagement not unlike individual learning style preferences and intelligences. Engagement also can have less to do with the structure of an experience--such as integration than with other attributes such as real worldliness, challenge, complete process, craftliness, friendship, community and experiences of flow. Not only is engagement a function of these qualities, it also has something to do with one's gender; for example, females need opportunities to express relational needs within safe and nurturing contexts. Instructional strategies must pay some attention to make learning in non-traditional classrooms gender specific. If adolescent girls and boys have different developmental needs as it appears they do, then a curriculum should reflect this. This study shows that the females were comfortable with formal reflective exercises such as journalling while the males were considerably less so. In addition, females felt marginalized by male-dominated informal discussions. While co-educational activities have advantages, some provision is necessary to meet gender specific needs, for example, relational issues such as self-esteem for both males and females need ongoing forums for discussion and reflection. While intrinsically satisfying activities are more likely to engage students on a sustained basis, it is also important to offer students opportunities for extrinsic satisfaction. Students in the program indicated that their continued engagement was related to intrinsic elements such as the experiences of flow and participation in activities where transcendent qualities such as community and friendship, challenge, real worldliness, craftliness, and complete process were present. Extrinsic satisfaction, that results from competitive learning structures, has some value in engaging students when carried out in an atmosphere of teacher support and student collaboration. It is also important to note that a significant motivating factor of some students was the service aspect of the program. The students felt particular satisfaction in knowing that money ordinarily paid for labour went to a pair of community agencies chosen by the students.

To date, no research has been conducted which examines female student engagement in this type of technological studies program. As well, no attemps have been made to document program characteristics for such programs. This investigation has additional value to teachers and schools because it provides insight into curriculum innovations and how they relate to female student engagement.

Narrative research confirms that teachers have ways of knowing and understanding that are different than those contexts formed by researchers. As researchers we are just beginning to listen to these accounts. The same can be said for the knowledge that is possessed by students. This study demonstrates that students' ways of knowing are unique and that listening to their voices can help researchers from diverse understandings about the complexities of how students are engaged.

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Expeditionary Learning: ECOEE Adds a New Dimension.

Rogene McKiernan, Dan Caston, & Dan Perunko

Expeditionary Learning Outward Bound: A New American Schools Development Corporation "Break the Mold" Design has been implemented on the Environmental Conservation Outdoor Education Expedition (ECOEE). The ECOEE program is a unique people-oriented travel program offered through Western Illinois University. EL was chosen as the educational method for the last two semesters and this workshop looks at the success, failures, and implications of this design as it has been applied to the university field studies setting.

Day: **Saturday**
Time: **10:30**

Expanded Description

Expeditionary Learning (EL) grew out of a proposal presented to the New American Schools Development Corporation in 1992 for consideration as a method that could offer opportunities for change in the school educational system. The proposal was accepted and Expeditionary Learning Outward Bound: A New American Schools Development Corporation "Break the Mold Design was formalized. Schools across the country were chosen to begin implementation. Part of the training and sequence of teacher education was a wilderness expedition with various Outward Bound Schools. Rogene was involved in the training through Voyaguer Outward Bound School and came away a changed educator, wanting to implement the principles on Western Illinois' Field Studies Program ECOEE - Environmental Conservation Outdoor Education Expedition.

ECOEE was developed in 1976 for the express purpose of supporting professional preparation in recreation leadership through practical real life applications of the concepts and scholarly endeavor. ECOEE is a unique people-oriented travel program offered through Western Illinois University's Department of Recreation, Parks and Tourism Administration. The program consists of a planning semester and a semester in the field. Eighteen students are offered practical training in the areas of leadership development, wilderness travel and ethics, adventure education/recreation, cultural and environmental interpretation, outdoor education, and camping.

Students in EL find their learning based on ten principles:
"The Primacy of Self-Discovery
The Having of Wonderful Ideas
The Responsibility for Learning
Intimacy and Caring
Success and Failure
Collaboration and Competition
Diversity and Inclusion
The Natural World
Solitude and Reflection
Service and Compassion" (VOBS 1993)

In addition to the principles, EL operates on several assumptions: all students can learn, success breeds success, and that parents and communities are part of the process that enhances student learning. Students are given choices which are structured and developmentally appropriate. When these two are present, then the students can have a high involvement in designing their own content focus, determining how to learn the desired material, and how to assess their progress. (VOBS 1993)

These principles are implemented by teachers who become "guides" or "facilitators". They are responsible for helping create learning opportunities, clarifying and focusing student efforts, being a resource for students, being seen as life long learners and developing their own expeditionary learning curriculums. They are not the primary source of information or knowledge for their students.

First generation EL students on ECOEE
Timing for introduction of EL came after two weeks of class work and the completion of one month of wilderness travel. During expedition the students learned to direct their own activities safely and effectively, care for each other, accept responsibility for their actions in the group, and apply what they

needed to know to stay safe and travel comfortably with minimal impact on the environment. Their form of learning changed during expedition from other directed to self directed. Expeditionary learning was introduced as a way to extend the self-directed experience, from the need to know because of the situation in which they found themselves, to choosing and planning for what they and the instructors perceived they needed and wanted to know beyond the present demands. Education by choice.

EL was received with enthusiasm, skepticism, reluctance, and relief. The students were given the option of redesigning the classes to fit their career or interest needs. All were invited to participate in this venture by partially or totally changing their curriculum or leaving it as stated in the printed syllabus. They were encouraged to tap into the resources within the group, work together on projects, modify the itinerary/schedule for the following six weeks to meet their needs without compromising the integrity of the field studies program, and ask for help whenever needed. They were encouraged to go beyond the structures reflected in the syllabus, to be creative and to individualize their learning. A week of discussing, exploring, composing, and proposing was set with the goal of a preliminary curriculum ready for presentation to instructors. This was to include:

- goals - what they wanted to learn
- breakdown of the outcomes into manageable pieces
- outcomes that would give evidence that they had learned
- due dates for work
- significance of the work represented in percentages.

Curriculums designed seemed to fit into four general modes. Some students set up systems to focus, organize and compile into usable form information they already had It seemed to be a convergent process of gathering information from vaguely related areas to form a usable resource They wanted an end product they could immediately use but also expand. Others chose to take what they knew, identify what they wanted to know and set about building knowledge bridges to connect the two. They set up reasonable outcomes for the semester and focused on gaining knowledge needed to realize their goals. Accepting that the project would extend well beyond the semester, they became excited about continued learning possibilities. Some wanted to explore areas of interest relative to the individual classes, a very divergent process. A few chose to minimize their options by choosing areas of great comfort that would take little effort to complete.

Direct affects on ECO were seen in itinerary and personal relationships. The itinerary had been planned and developed by the students the previous spring semester. It included wilderness trips, visits to many agencies, and scheduled meetings and programs with administrators, all aimed at providing students with a diverse knowledge of the field of recreation. Positive results of the curriculum changes for agency visits were enhanced interest and participation because of personal focus. Agencies perceived as not important for some resulted in lack of interest, lack of participation and in a few cases lack of professionalism.

As students struggled to find ways to express what they were learning, they turned to familiar patterns that included, papers, journals, notebooks, tests, adventure site management, story telling and skill development. They had little exposure to other visible expressions of learning. Overall, students utilized "traditional" forms of expression to demonstrate what they were learning experientially. These took on a more significant meaning than a grade, by becoming a way to verify that they were learning and as indicators of goal attainment. This was evidenced by their enthusiasm and sincerity during the evaluation process. According to criteria set by Gibbons and Hopkins (VOBS 93) the students were functioning in the psychosocial mode in the "scale of experientiality". This schema indicates that this is the highest level of experientiality where the "students gain understanding of themselves as unique individuals, and learn to direct their own activities effectively and responsibly" and is the base upon which self-directed learning can take place. They had reached the highest level of experientiality but lacked the experience to express and evaluate learning outcomes in different ways.

The role of the instructors shifted from primary source for information or knowledge to facilitator invested in helping the students connect to resources, clarify procedures and outcomes, validate ideas and share as life long learners. They were not primary evaluators, but conferred with students on the learning that took place and the results of their efforts, jointly determining grades to be turned in to the University. This process, even though framed before evaluations, was difficult because standards were not consistent among students. Basic question became, how can we "grade" process and outcomes as dependent factors upon each other within a system that is concerned mainly with outcomes?

Expeditionary learning seems to be a natural companion to academic field studies programs that may or may not have a wilderness expedition component, but incorporates a high level of student responsibility and initiative. The student is primary in all stages of curriculum development and implementation and willing to accept consequences. The teacher/instructor is highly involved, but not the primary source for the information or the dominant determiner of the value of outcomes or the direction of inquiry. Second generation El students on ECOEE

Based on the evaluations and reflections of the experience of the first generation, it was decided that EL needed to be introduced during the planning of the ECOEE experience the semester prior to the field studies program. The students have always planned the entire semester except the course content and structure, so this seemed a logical next step. Structures were set in place to provide a week-end of intense exposure to EL and exploration of what students wanted out of ECOEE. They defined common interest in each of the content areas and established emphasis areas within each course that would satisfy student needs and interest, and university standards. A curriculum committee was established to continue the work for the rest of the semester with the goal of writing the syllabi based on desired student outcomes. Projects and concentrated learning experiences were planned into the itinerary with the curriculum and itinerary committees collaborating on how to meet student goals within the constraints and opportunities of the field studies program.

Incorporating EL in the planning semester caused the role of the instructor to shift even more radically while still on campus amidst the traditional education climate. Instructors brainstormed on possible structures to facilitate student centered learning, instructor growth, and a shared semester of exploration into a new educational design. Learning how to share the power in a way that was clear and understandable was a challenge. Trying to give information that was necessary to build a foundation but not fully determine the completed structure required mutual trust Instructors did not have all the answers and found it exciting to share in the discovery with the students.

There is no room in the current ECO preparation sequence for in-depth learning about educational methods, including EL. The students on the curriculum committee were learning as they were planning. Trying to understand a method for which there was no model in their background, in order to design learning opportunities for the following fall. At times they felt as though they were traveling in circles as they attempted to step outside of their traditional conditioning. Frequent meeting with the instructor was essential to ensure that we moved together into less familiar territory. In a sense, we were on expedition before our real expedition began.

The second generation of ECOEE students will have completed most of their semester by AEE Conference time and an updated evaluation of the process will be available. Comparisons can be made between the two generations on the learning environment, individualistic vs. cooperative learning, readiness level for self-directed learning, and methods of assessment.

Educators are searching for educational methods that may help solve some of the problems they face every day in their attempt to provide positive learning experiences for their students. This workshop is presented as a working model of Expeditionary Learning on the college level. It is an attempt to share what we have learned and how we are adapting what we perceive to understand about EL into an existing program. To our knowledge, there is no other college program experimenting with EL, and only a handful of schools across the nation are working as pilot schools to help determine if EL is a viable option for educational systems. There is no greater resource we have than our youth, and their education is of critical importance to each of us and our nation.

Goals of this workshop are:

- To increase the awareness of Expeditionary Learning as an educational method.
- To provide ideas and procedures for those interested in incorporating EL into their programs .
- To provide insight into the role of an instructor involved in EL or self-directed learning .
- To provide opportunity to explore the benefits of including EL in an educational system .
- To collaborate with workshop participants on ways to assess experiential methods.

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Texins Team Building:
Experiential Training at Texas Instruments.

Larry Meeker, Beth Michalak, Steve Fisher

In settings that include the outdoors and gymnasiums, teams are guided through fundamental lessons vital to teamwork. Clearly defined physical and mental tasks challenge the abilities of each participating team. Following each event, skilled facilitators engage the teams in assessing their skills, interdependencies, and interactions. This process of experience, coupled with coaching/teaching, is very powerful in driving home the important lessons, and translating the lessons back to the team's workplace.

This presentation will highlight the methodology of the Texins Team Building Program. It will engage the participants in actual experiential exercises, so that they can experience the power of this training event first hand.

Day: **Saturday**
Time: **10:30**

Expanded Description

Literally thousands of companies are using some form of self-directed teams as a strategy to compete in today's business world. In the classrooms of these companies, teams learn and hone their abilities and skills to become effective teams.

The skills can be taught over a relatively short period of time. Many managers, facilitators, team leaders and members are frustrated, though, by the length of time it takes to really achieve effective teamwork. This frustration is centered with the slowness of the normal curriculum to build effective team relationships. For some teams, trust is slow to develop. With others, effective communication, for all of the training, may not be the norm. Some may fail to develop the spark, or spirit of a great team, that unity of purpose that leads to greater success and richer meaning.

Many TI teams have added an exciting new training program to their development road maps. It is an experiential training event, developed by TI's Texins's Fitness and Recreation Association. This six hour program has achieved a reputation for being able to propel teams rapidly forward in their teaming processes.

In settings that include the outdoors, and gymnasiums, teams are guided through fundamental lessons vital to teamwork. Clearly defined physical and mental tasks challenge the abilities of each participating team. Following each event, skilled facilitators engage the teams in assessing their skills, interdependencies, and interactions. This process of experience, coupled with coaching/teaching, is very powerful in driving home the important lessons, and translating the lessons back to the team's workplace.

This presentation will highlight the methodology of the Texin's Team Building Program. It will engage the participants in actual experiential exercises, so that they can experience the power of this training event first hand

Features of the presentation include:

Multi-media presentation.
Participation in exercises.
Program methodology.
Program results, both data and anecdotes.

Communication and Understanding in Couple Relationships: A (Scarce and) Critical Resource.

Jim Moore, Ph.D.

Involvement in an intimate couple relationship is guaranteed to bring great joys and profoundly challenging difficulties. This presentation uses projective identification to link family systems and psychodynamic theories and adventure activities to get at underlying couple dynamics. We will discuss and participate to expand our awareness and ability to work with couples.

Day: **Saturday**
Time: **10:30**

Expanded Description

A recent Carnegie report claims that as parents and as a society we are not meeting the needs of children one to three years of age. Among other points the report highlights the problems of teenage mothers giving birth and being unprepared to cope with parenting, the difficulties of single parenting, the still-high divorce rate, the need for two incomes in a family to make financial ends meet, the lack of adequate day care for working parents, and the clear need for adult parents to have the maturity to raise healthy children. Although children and parenting are not the focus of my presentation, this last point is central to my topic: understanding and communication in couple relationships. It is difficult (if not impossible) to nurture children and model healthy behavior for them *unless the parents have reached some level of maturity as a couple and are continuing to deepen their relationship*. The Carnegie report - and numerous other indicators of our societal mental health - is clear evidence that communication and understanding between couples are critically needed resources, now and for the 21st century.

Some form of diploma, certification, or training is required for most of the important roles we play personally and professionally. Although married couples must have a license, the requirements are minimal and the preparation for the difficulties of relating - that will surely come - is lacking. By the time couples decide that they need counseling - or divorce -
there is a hurtful history of miscommunication and misunderstanding that takes time and effort to work through. Although there are many theoretical approaches to couples therapy and numerous techniques for helping improve communication and increase understanding, the use of simple adventure activities and initiatives may be an especially effective way to get experientially at central couples issues, at the important underlying difficulties of the relationship.

I have found that projective identification (borrowed from object relations couples therapy) is a useful way to understand and explain the underlying dynamics that give rise to the difficulties that couples experience. And I am beginning to find that simple two person activities when properly framed can bring to conscious awareness aspects of the underlying dynamics so they can be talked about, understood, and changed. The role that therapeutic adventure can play in couples work is becoming clearer to me. The purposes of my presentation are to:

- Identify and explore with participants the typical issues that come up in couple relationships;
- Explain my understanding of projective identification and how I try to use it to think about unhealthy patterns of couple interactions;
- Discuss how object relations theory can bridge the gap between family systems and psychodynamic perspectives;
- Lead and debrief several two-person activities to test concepts and to expand our understanding of the potential of adventure activities;
- Share experiences in couple relationships and as therapists, leaders and educators as they relate to working with couples;

- Have each participant leave the workshop with a useful conceptual framework and experiential familiarity with specific couples activities.

Description of the Presentation

Involvement in an intimate couple relationship is guaranteed to bring great joys and profoundly challenging difficulties. This presentation uses projective identification to link family systems and psychodynamic theories and adventure activities to get at underlying couple dynamics. We will discuss and participate to expand our awareness and ability to work with couples.

Up And Out: Urban Youth Reaching For Higher Goals.

Laura Plaut

A diverse cross-section of urban youth speak out on their development as community leaders and experiential educators. Particular focus will be on what these young people would like experiential educators to know about where they come from and where they're going.

Day: **Saturday**
Time: **10:30**

Expanded Description

In recent years, many models of leadership training for urban youth have sprung up across the nation. Many urban youth leadership programs stress ethnic, socioeconomic and experiential diversity among their participants, yet continue to have leadership that is relatively homogeneous, and often not representative of the participant population.

As members of the AEE, and as a group of people with strong personal and professional commitments to education, we must ask ourselves how we may best invite a diversity of voices and faces not only among our students, but among ourselves as educators. During the workshop, attendees will have a chance to hear from a panel of youth leaders from several San Francisco Bay Area programs: the Urban Pioneers and the East Bay Conservation Corps. Attendees are encouraged to come prepared to share questions, successes, frustrations, and new directions with the panel and with each other.

The Urban Pioneer program at San Francisco's J. Eugene McAteer High School is a semester-long, full-time experience for thirty students, grades ten through twelve. The students are with one teacher all day. The program uses a "multi-campus" approach which, in addition to the classroom, includes various urban, rural and wilderness sites. The program promotes a greater involvement with the educational process on the part of students, parents and community by engaging students in real-life learning situations outside of the standard classroom for approximately 50% of the semester. The course consists of eight phases: an Orientation Wilderness Expedition phase; a Career Exploration phase; an Urban Resource Discovery phase; a Rural Communities/Ranch-Farm phase; an Organic City Garden phase; a Self Discovery phase; and a Community Service Project phase. There is also an Evaluation phase each semester involving students, staff, parents, and members of the community. Urban Pioneer Program graduates consistently provide a living testament to the effectiveness of the program as they go on to win University Scholarships, assume leadership positions with wilderness and educational programs, and pursue a wide variety of career paths with a confidence many would not have imagined themselves capable of when they entered the program.

The East Bay Conservation Corps (EBCC) is a national model program for youth service, grassroots organizing, and community action. Based in the East San Francisco Bay area, the Corps serves over 700 local youth annually. The EBCC's goals are to provide opportunities for both youth development and education and to implement needed conservation and community service work in East Bay cities and counties. Corps member are eighteen to twenty-four years old, come from a variety of racial and ethnic groups, and work on environmental and community service projects while also furthering their education. Over 90% of the EBCC's participants are people of color and live below standard poverty levels.

Corps members entering the program consistently express a desire to be challenged in a safe and supportive environment; a desire to feel constructively involved in their communities, particularly through mentorship to other youth; and a desire to find meaningful and safe ways to spend their time. In response to these needs, the Corps has developed a variety of leadership training opportunities. Corps members participating on the Community Service Crew research service needs in their communities, and then design and execute projects to meet those needs. Corps members may also elect to become trained to lead ropes course programs on the course owned and operated by the Corps.

Prior to joining the Corps, many participants have learned much of what they know about leadership through gang involvement, teen parenthood, and drug dealing. A program participant, by way of explaining his former gang involvement, stated that, "Gangs give you a sense of security, of belonging to the neighborhood... You get a sense of being somebody, of being respected for who you are, and you get known and praised." Similarly, teen parents often site their relationship with their children as the first one in which they have felt needed, where they have known they could make a difference in someone's life. EBCC seeks to give young people alternative means of feeling valued and involved by providing them with a program in which they may learn a wide range of leadership and community-building skills, and then practice these skills in an environment that provides support, supervision, and constructive feedback. The program views leadership and responsibility as among the many skills that are best developed through practice. While encouraging others to "take that next step", "take a deep breath", or "just go for it!" youth simultaneously reinforce the importance of these messages in their own lives.

Starting with an assumed commitment to the diversification of leadership within the ranks of experiential educators, youth leaders and workshop attendees will have the opportunity to explore the myths and realities of diversification and to brainstorm on how best to make use of our critical resources - most particularly the energy, enthusiasm and experience of our fellow humans - as we move into the twenty-first century.

Research Update for EBTD and Corporate Programming.

Simon Priest and Tim Dixon

For the fourth year, CATI will show the results of its ongoing research efforts in corporate adventure training and experience-based training and development programs. Four new studies from 1993 will be presented and back issues of 12 previous issues of "CATInate" research abstracts will be available free of charge. Time provided for questions.

Day: Saturday
Time: 10:30

Expanded Description

WHAT YOU WILL BE DOING: We will present 4 new research studies on the efficacy of EBTD programming from work conducted in 1993. Three previous presentations have shared 12 studies from 1992, 1991 and 1990 respectively.

WHAT THE BENEFIT OF THIS ACTIVITY IS: Past participants have used the information from previous presentations to improve the way they design, deliver and debrief EBTD programs and to indicate to clients that EBTD does indeed work effectively (I expect they would find the new studies equally useful).

POPULATIONS WITH WHICH THIS ACTIVITY HAS BEEN USED: The 3 previous presentations have been given to groups of EBTD providers and practitioners (past group sizes have ranged from 50 to 100 attendees). This audience ought to be similar (often we have several graduate students as well).

PAST EFFECTS OF YOU ACTIVITY: Outcomes of these presentations have served to help graduate students more clearly define their research and to help practitioners to better understand how and why EBTD programming works. All come away with knowledge of current practices and their effectiveness.

CASE EXAMPLES OR VIGNETTES: A typical presentation involves handing out the two page abstract summaries (CATInate newsletter) for each of the four studies and discussing the results in detail (with application to the audience's own needs). Following many questions, the 12 previous studies are also handed out.

RESEARCH AND/OR THEORY WHICH SUPPORTS THIS ACTIVITY: The need for detailed research on EBTD programming has been called for in several academic journal articles (see J. Exper. Educ. 16 (2) as one recent example).

WHY IS THE WORKSHOP NEEDED? The EBTD professional group has faced the credibility issue of experiential programming supporting research into the field. This presentation represents one outcome of that support and, as such, is desired by members of this group who wish to find out about the latest research. With such information, they benefit from improved practice, greater marketing impact and increased professionalism.

HOW DOES THE PRESENTATION RELATE TO THE THEME OF CRITICAL RESOURCES? Research is a critical resource for enhanced AEE professionalism. As we enter the 21st century, our ability to "prove" what we do does indeed work, will make the difference between being accepted by the mainstream or being exiled to the fringe. The former brings influence and change, while the latter leads to ineffectiveness and resentment. Evaluation of how and why something works also helps to improve practice and credibility.

WHAT DO YOU WANT TO ACCOMPLISH THROUGH THIS WORKSHOP? We will share state-of-the-art research with practitioners. They will discover evidence to substantiate their practices, support their marketing claims and increase their professionalism. The end result will be more effective EBTD programming and the image of the field and clients will benefit in the long run.

WHAT ARE THE GOALS/SPECIFIC OBJECTIVES YOU HAVE IN GIVING THIS WORKSHOP? As mentioned above, participants will discover evidence to substantiate their practices, support their marketing claims and increase their professionalism. they will also be able to improve the way they design, deliver and debrief programming. Further aims will be defined by participants at the start of the workshop (who are you & what do you want to get out of this?).

HOW WILL THE FACILITATOR ENGAGE THE AUDIENCE? A discussion format with ongoing Socratic questioning will be used to encourage learning.

WHAT ARE WAYS YOU AND THE AUDIENCE WILL KNOW WHETHER YOUR PURPOSES WILL BE ACCOMPLISHED? After the workshop is over, participants will be asked if their needs were met and any leftover points will be addressed. Impact will also be gauged from the people who volunteer feedback.

WHAT TANGIBLE SKILLS WILL THE PARTICIPANT GAIN FROM THIS SESSION? Once again, participants will discover evidence to substantiate their practices, support their marketing claims and increase their professionalism.

T'ai Chi Ch'uan.

Keith Robine

T'ai Chi Ch'uan is a soft style martial art. After we learn and practice several movements and are feeling good, we will discuss how T'ai Chi uses the Taoist way to dance through life. All that is required for this workshop is to bring your beginner's attitude.

Day: **Saturday**
Time: **10:30**

Risk Management For Wilderness Programs.

Tod Schimelpfenig

This lecture will present an overview of the illness and injury experience of the National Outdoor Leadership School, and relevant information about wilderness risk management incidents from other sources. We will discuss objective and subjective factors in wilderness accidents and end with some thoughts on risk management.

Day: **Saturday**
Time: **10:30**

Expanded Description

Summary:
This workshop will present an overview of the risk management history of the National Outdoor Leadership School, include some relevant information about risk management incidents from other sources, and discuss risk management and accident prevention with an emphasis on the field experience. Time will be allotted for discussion of the participants specific risk management concerns.

Details:
This workshop, through lecture and slide presentation, will introduce the NOLS Risk management history as presented in Wilderness Injuries and Illnesses, Annals of Emergency Medicine, July 1992. [1]I will then present additional published data to build a list of common factors in outdoor accidents, then discuss these factors as basis for a field risk management program.

Presentation goals and objectives:
-Share the NOLS risk management history.
-Describe for the participants common factors in risk management incidents in outdoor programs.
-Increase the participants awareness of strategies and specific techniques to manage these risks.
-Discuss risk management issues specific to the participants and brainstorm potential solutions.

outline:

Introduction:
    -Statement of objectives, outline of scope of presentation.

Health and Risk Management Issues in Wilderness Programming

    -Wilderness Injuries and Illness: the NOLS Experience
    -What do we know fro other sources of wisdom and experience including:
        Accidents in North American Mountaineering, the International Safety Network, the national Speological Society and the American Canoe Association.

Risk Management: Ideas from the Field
    -Objective Hazards
    -Subjective Hazards: accidents are human oriented

Summary: Prevention Strategies

1. Gentile DA, Morris JA, Schimelpfenig T, Bass SM,

Subjective Hazards and Risk Management
Every activity contains some degree of risk. It is our responsibility, as wilderness educators, to manage the risks we encounter and to help our students learn to do the same.

With this responsibility comes the temptation to ensure safety, an impossible task if we adhere to the dictionary definition of safety - freedom from harm. Nonetheless, as we chase this Quixotic windmill we develop the depth of our knowledge, and make innovations in technique and equipment, as well as guidelines, procedures and laws that guide or restrict behavior in the interests of managing risk. We set performance expectations: "No cutting your feet." We provide education to accomplish the expectations: "So and so had to be littered over the divide because he cut his toe on a rock" and "Keep your camp shoes handy." When all else fails we restrict behavior: "No barefoot swimming."

These are sensible means to make our wilderness activities healthier and more enjoyable, and to lessen the chance of our coming to harm. They pale, however, as tools to manage risk when compared to developing awareness of the human factor in accidents. In wilderness education we probe this topic every time we discuss leadership, judgment and expedition behavior, but our tendency is to back away and talk more about objective hazards - tangible, measurable dangers.

Wilderness educators conveniently group hazards into objective and subjective. The former, while not necessarily predictable, are visible and understandable. We can see and understand rockfall, avalanches, moving water, cold water, deep water, weather, animals and flashfloods. Subjective hazards are harder to get our hands around. They express our human frailty, our state of mind. Phil Powers comments that we carry subjective hazards with us into the wilderness as unseen baggage, like that smelly lost sock that lurks in the bottom of our sleeping bag, and bring them to every decision making session.

A complete list of subjective hazards would be as long as human history. It might include: errors in planning such as inadequate food or equipment or unrealistic schedules, lack of knowledge or misinformation, the goals, preconceptions and expectations we have for an activity, our flexibility or resistance to change, the quality of communication and leadership within a group, our ability to manage stress, our honesty about our abilities, our focus on the situation at hand, peer pressure, complacency, and indecision.

In the interests of time (and because I'm not foolish enough to think I fully understand human behavior) I'm going to focus on only a few of these: complacency, risk perceptions, overconfidence, goals, schedules and impatience, peer pressure, immortal staff and distractions. I hope this article stimulates conversations on this topic among staff, and with students.

Complacency

Complacency is a product of boredom, distraction, lack of awareness or failure to question old habits. We blunt the sharpness of our leadership edge because the uncommon has become routine or the environment appears benign. Wilderness is anything but routine. That is one of its attractions. The route may be the same, but the interaction of weather, student abilities, staff experience, equipment and a host of other factors can make the once in a century event happen today. The complacent leader may suddenly enter what safety engineers call the recognition phase, the point where you realize that this is more than a bad day at work. The recognition phase is usually accompanied by plummeting self-esteem, thoughts such as "I'm an idiot." and "How could I have done this." Consider climber Lynn Hill's unfinished figure-8 knot which resulted in a 70' fall, or the recent failure of an instructor to clip into an anchor, which resulted in a 20' fall for himself and the student being belayed. Both are examples of competent people erring in highly practiced tasks.

Risk Perceptions

The more routine and familiar an activity becomes, the safer it appears. Mountaineering is expected to be more controllable simply because we have more experience with it, but have the changes in technique and equipment over the years really lowered the risk? Have the consequences of extreme weather, random avalanche or rockfall, or human error changed?

If a situation is voluntary, familiar, controllable, routine, pleasant, predictable, and avoidable it is perceived as having less risk. If we have no control, if it is dramatic, dreadful, catastrophic, or difficult to mitigate, we perceive more risk. For example, our executive director and finance manager will ride their motorcycles but wouldn't think of drinking apple juice that might be tainted with Alar.

Each of us has a unique perception of the risk and dangers of an activity. An activity that may cause you only concern can be frightening for others. A task only difficult for one person is dangerous for another. Fear and anxiety from perceived high risk can interfere with our ability to perform. Conversely, the perception of low risk can engender complacency, the "I've done this before" syndrome. When the terrain allows you to move safely unroped it can be hard, yet crucial if you're the leader, to understand another's need for a rope.

Overconfidence

A close relative of complacency. Overconfidence is acting with an inaccurate perception of where the outside of the envelope is. I worry about this in the age where skills fast out distance experience. Anyone can climb 5.10, but can they climb a mountain? Consider the rock climbing camp graduate deciding on the wisdom of scrambling on steep slick canyon country sandstone with a recent memory of the rough grip of Split Rock granite.

We once had a student who, after a rough time on the mountain hiking section, found she was good at caving. Her desire to excel on this program, and her perception that she was proficient with the intellectual process of memorizing cave passage, motivated her to excel on the mock search, to crawl away from her partner to search an extra passage, and to try to find herself before the searchers did. She became lost and 36 hours and more than $50.000 later the efforts of over a hundred people found her.

Goals

We are goal oriented people in a goal oriented society. Unrealistic goals (planning errors), inconsistent goals among group members, un-articulated goals, and the inability to review goals as the situation changes all affect safety.

Well understood and articulated goals are essential for an expedition, but the power of a goal can drive us to perform actions we would reconsider in other circumstances. Abraham Lincoln said in reference to the Civil War era, "The dogmas of the quiet past are inadequate for the stormy present." I find the mountain imagery appropriate. Effective leaders are constantly checking in, clarifying and focusing goals. Many of us would agree that objectives such as summits, routes or timetables can be changed, while goals such as safety, friendship and learning are timeless.

Impatience and schedules

If I've learned anything living in the wilderness it is that nature is very patient. The time limits we have outside the wilderness are often inappropriate and irrelevant in the backcountry. As we've often said, is it worth haste for beer, sex or a plane schedule? A NOLS vehicle accident a couple of years ago (minor injuries, bashed truck) was a classic example of schedule pressures causing us to drive faster than we should.

Peer pressure

On a NOLS course, after retreating from a peak climb, a fellow instructor, in front of the students, called me a wimp. The remark was partly in jest, but its pressure was strong. My obscene retort clarified the issue for all present. Don't underestimate the pressure our peers, our students and adventurers outside of the wilderness education community can place on our actions.

We're familiar with the concept of peer pressure. Let's also consider its subtle relative, positioned behavior. These are the expectations placed upon you by virtue of your position in a group that pressures you to make a decision. This is the person with medical training who is suddenly looked upon as an expert, regardless of their ability or experience. The instructor, who simply because he/she has been hired by NOLS and wears the uniform of an outdoor educator, is deemed infallible by the students, and assumes the expectations of that mantle. The desire to gain approval by living up to other's expectations is powerful. Resistance requires brutal honesty in self-evaluation, and the courage to articulate your limits.

I should also say a few words about competition. We've all heard the mantra "Competition has no place in outdoor education" but let's be honest, it rears it's ugly head every day. We compete against ourselves, against fellow staff, against the achievements of people outside the wilderness. Challenge is an essential ingredient of growth and education, except when the competition becomes the end, and we lose sight of the process.

Immortal staff

In the role of the instructor we are often perceived by our students as pillars of strength, vitality and competence. We are, however, human and mortal, capable of error and susceptible to illness and injury. Instructors have fallen off routine rappel ledges, nearly died from cerebral edema, and disappeared down steep snow slopes leaving their students alone in technical terrain. We move casually on edges, perhaps not clipping in as often as we should. Accidents to staff on personal trips remind us of our limits and of a reality of our occupation.

An injured instructor wrote "Instructors who have spent time on technically demanding courses will recognize the phenomena of the 'casual day.' I have often been guilty of rigorously instilling safety awareness in my students, while telling myself that experience and sure-footedness excused me from excessive caution.

Casual day or not, exposure is exposure, and instructors, though we often forget it, are always human. I realize that I have been given a valuable lesson for a remarkably light fee."

'When I worked with juvenile delinquents I believed that displaying ease, unroped at the top of a rappel cliff, helped them to relax. Having never fallen off a cliff, I didn't know exactly where the line was that determined how far things could be pushed. I assumed I was well on the safe side of it; that nothing that felt stable and do-able to me would be truly dangerous. Now, having fallen, I can see that the line is erratic, moving nearer and farther in the same way as the canyon rim did as we contoured along, but not so visible and predictable. The line that marks what we are allowed to get away with is determined by many factors, and it isn't hard to overlook one."

Incorrect information

On a medical level, it is hazardous to act on incorrect information - to mis-diagnose. This can confuse a medical transport situation with a medical emergency and place everyone involved at unnecessary risk.

Acting on incorrect guidebook information, or on any erroneous assumption, is hazardous. Develop the habit of accepting nothing at face value, and question the assumptions underlying your decisions. Assess the situation at hand. I'm an advocate of access to other's experience through off-trail guides, safety incident accounts, and the tales of those who have gone before us, however, the conditions at hand may be more relevant than yesterday's advice. Relying on assumptions based on past practices rather than what we see in front of us was a factor in a flash flood near miss.

Distractions

In the confusion of sorting through expedition objectives, personal issues and physical needs, howling winds and trip participants clamoring for attention, we can lose sight of what is important. The questions about radar failure, single versus double hulled tankers, crew fatigue, and alcohol in the grounding of the Exxon Valdez and the oiling of Prince William Sound are intriguing, but miss the point. "The ship's captain was given the best training, paid well with five months annual vacation and generous fringe benefits for the sole purpose of ensuring that the ship would be safely operated. Any other duty was minor."

Evaluating distraction is crucial to understanding and predicting the "human component" at play in our students. Their comfort level and focus with an activity or an objective hazard determines how they will be able to function.

Evaluating distraction among co-workers is also difficult and important. Our distractions—either short term issues that develop during a course or larger issues and baggage that an instructor may bring into the field from home—need to be communicated to fellow staff to help keep the distraction from affecting our ability to manage risk.

People Assessment

How can we be alert to people who may be involved in accidents? Randy Udall at the Colorado Outward Bound School suggests we look at a person's health: assess stamina, grace, strength and agility. Do they get sick easily in the field? Mentally are they alert, able to problem solve actively? Look for their emotional ability to cope, to persist, to help others. Look for survivors. Look for people who are comfortable with the unknown. Seek out your student leaders early and cultivate ,. them. You may need them.

Look out for abdicators, immortals or the disembodied. I had a student once, who after a river crossing class, casually waded a stream I thought warranted more caution. His response to my query about the consequences of swimming in rocky cold mountain rivers was "I'm not worried. It's your job to take care of me." He immediately rose to the top of my "needs supervision" list.

An asset of survivors is the ability to make up their mind, right or wrong. A wrong decision at least gives us new information, often quick information, and the solace of action. Consider who needs a lot of support (high maintenance), and who get by on their own (low maintenance). People who handle things themselves don't mind being occasionally wet, cold or hungry. People who need your support can't see the end of the activity when things get tough, they are focused on the moment, hang their heads, move slowly and say "I'm cold, I'm wet, this course sucks." These people do not seek comfort in the present situation, they seek comfort elsewhere. They look meek and fearful, and fidget over small details. Peter Goth of the Wilderness Medical Associates says these folks have the umbles: they grumble, mumble, fumble, stumble, tumble, and bumble.

You can help high maintenance people by interjecting your vitality, your caution, by role modeling specific behaviors you want emulated, and by sharing your perceptions, decisions and emotions. Extending someone's survival skills with your vitality and energy works for awhile, but when the person finally gives up ...oh my! Be careful, the strongest and most capable people have their limits. When fatigued, or compromised by cold, uncertainty or schedule changes, we all can falter and suddenly become the dreaded high maintenance person.

Read Incident Accounts

We don't like to hear about accidents, although we occasionally read them vicariously in Readers Digest, or secretly watch Rescue 911. What we can strive to do better is honestly discuss our decisions and accidents with others, and build an oral and written tradition that gives us the benefit of each other's experience.

Regular incident accounts are available in Accidents In North American Mountaineering, American Caving Accidents, and The River Safety Newsletter. A consistent theme in all these publications is human attitudes in accidents. Jed Williamson, editor of Accidents In North American Mountaineering, lists a number of errors in judgment as contributing to accidents: desire to please others, sticking to a schedule, inability to cope with the unexpected, mis-perceptions, fatigue, and distraction.

Leadership

I began this article by commenting that subjective hazards are errors in planning and leadership. Venturing into the wilderness with inadequate food or equipment or an unrealistic schedule is a planning mistake. Inappropriate or poorly understood goals and expectations, lack of flexibility, communication difficulties, inability to manage stress, distraction, indecision, and inaccurate estimation of abilities are errors in leadership and expedition behavior.

NOLS instructor Peter Chance, in an often quoted essay on sea kayaking, points out how leadership is crucial to safety. He reminds us to be watchful, decisive, flexible, patient and humble, yet not to be over cautious. He's telling us how to lead.

We already have a vocabulary with which to have conversations about leadership. We can enhance our risk management by consciously considering the impact of our/ leadership; the goals we communicate, the behavior we model, the habits we practice and instill in our students regarding safety.

As we develop leadership in our students and ourselves, consider the human factors inevitably intertwined into any accident. When we question decisions we should be acknowledging the impact of our attitudes, preconceptions, flexibility etc. on our judgments, and speak of them as easily as we speak of frost generated rockfall, rustchblock tests and the obstreperous African buffalo.

Thanks to Phil Powers, Reb Gregg, Jim Ratz and Mark Cole for their editorial comments.

Enhancing Experiential Learning Through Information Sharing: Using The National Service Learning Cooperative Clearinghouse and Other Resources.

Robert Shumer, Ph.D. , Brad Balbas, MA.

Workshop will cover strategies for identifying community resources for developing and supporting service-learning programs. Individuals will have the opportunity to learn about and participate in the National Service-Learning Cooperative/Clearinghouse's national network. Participants will learn how to access the NSLC/C database and to become a critical resource in their community.

Day: **Saturday**
Time: **10:30**

Expanded Description

What will we do at the workshop?

- **Preface: One** of the major goals of the Cooperative/Clearinghouse is to make others aware of resources available to them and their programs. Service-learning, along with many other experiential methods and philosophies is working to become institutionalized in major arenas, i.e., public schools, insurance companies, government agencies, etc. The ability of educators to develop communities of support around experiential programs, methods, and philosophies will be a critical factor in the growth of the field in the 21st century.
- Facilitators will discuss the importance of information sharing and networking among experiential educators. Connecting these ideas to the networking and technical assistance efforts of the NSLC/C and AEE, presenters will facilitate a discussion among participants about their own ideas, needs, and experiences in this area. Facilitators will identify ways in which participants can utilize NSLC/C and AEE resources as well as other major networking efforts to benefit professional and programmatic growth.
- Following a brief discussion of electronic and human resources and how they can assist in the growth of the experiential education field, facilitators will introduce participants to NSLC/C national database: 1) how we collect information from the field, 2) how that information can be helpful to the participants, 3) the type of information on the database, 4) how to access it, and 5) how to become a part of the network. Participants will have the opportunity to submit information about themselves and their work to be included in the database. A brief demonstration of the database will be provided using a computer screen projector. Interested people will have the opportunity to "surf" the Internet themselves and access our database at the end of the workshop.
- The major component of the workshop will be small group work in networking. Groups will be organized either by areas of interest or geography. Participants will have the opportunity to talk about their need for and/or ability to provide technical assistance in its various forms. Group members will help each other identify at least two resources that may be helpful in their profession, personal, or programmatic growth. NSLC/C facilitators will assist in helping to identify additional resources.

Target population for this workshop:

- This workshop is specifically for those interested or involved in service-learning, but also for anyone with a general interested in networking efforts related to experiential education. This workshop will be of primary interest to practitioners, administrators, grant writers, and others seeking to learn about resources available from experiential programs.
- This is not a technical computer skills workshop. No prior experience with computers is necessary to access and understand the resources from our database. We make it clear that any of the information available through the our database on the Internet is also available by calling our 800# and talking with an information specialist. In other words, the type of information sharing we attempt to facilitate is useful to people of any socioeconomic or ethnic background. Therefore, the information from this workshop will be useful to anyone who has access to a phone... or in other words, pretty much anybody.

- Given that a major focus of service-learning is on youth involvement in the planning of a project, young people will also benefit from information about identifying resources.

Vignettes and/or past effects of workshop:

- One of the most rewarding parts of doing this type of workshop is watching the change that people go through when they discover that they are not working in isolation and that, in fact, there are people with similar ideas and experiences, who are willing to offer assistance on a variety of levels. An example of this is a woman from California, who attended a similar workshop done by one of our regional partners. She said she had heard of service-learning, was interested in beginning a program, but had no idea where to start. At the conference, she found out that there were people in the next town who had been doing service-learning for several years and, moreover, that there was a major organization within driving distance that could provide technical assistance in program development. She learned about funding sources and is now waiting to hear if she will receive a subgrant from the Corporation for National and Community Service. The workshop does connect participants with valuable resources.

Supporting research or theory:

- Research done by the University of Massachusetts, Amherst documented that educators want to know about models of successful programs and experiential learning.
- Research done by the University of Minnesota found that teachers feel alone and need to connect with others to develop personal and professional skills.
- Research done by the University of Colorado, Boulder on service-learning in schools and community-based organizations found that an important variable to "exceptional" programs was making significant use of existing community resources.

1) Why is this workshop needed?

- There is an abundance of knowledge and expertise in the country about service-learning and other experiential methods, but people are often unaware it exists. Consequently, experiential programs are often developed in isolation and without the broad base of support necessary to sustain the effort. Offering people new skills in and tools for networking can have an impact on the effectiveness of individuals, their programs, and, hopefully, the field of experiential education as a whole.

2) How does the workshop relate to the theme of experiential education as a critical resource for the 21st century?

- Inherent in our effort to help people become aware of resources available to support their efforts, is the belief that experiential education, service-learning in particular, is a critical and effective approach to many of the social, economic, and educational problems that we will face for the remainder of this century and into the next. Therefore, this workshop addresses the critical need for information sharing necessary to sustain a critical tool (experiential education) for reaching the minds and hearts of educators and community members.
- Additionally, information and experiences using electronic resources will be critical for those living in the so called "information age." The importance that electronic systems will have in the future is undeniable. It is important that experiential educators be aware of the electronic and human resources necessary to sustain their work.

3) How will the facilitator engage the audience?

- In many ways, this workshop acts as an initiation into a national group of people with similar interests and objectives. Providing information relevant to the interests of experiential educators and offering a format in which people can shape the discussion is the first step to engaging the participants. Providing the opportunity, through small groups, for people to "practice" information sharing and networking helps put theory into practice.
- People with information to share about their programs and knowledge will have the opportunity to fill out database forms and have their information entered into the our national database. This information is then available for thousands of people to access and learn from. Eventually, it is likely that others will contact them about their work or interest.
- Those who wish to receive information from our database will learn the skills necessary to do so. Through the small group discussion toward the end of the workshop, participants will have the opportunity to experience the importance of information sharing and networking.

4) What do we want to accomplish through this workshop?

- We want people to know that there are resources available to assist them with many of their interests and concerns and that there are opportunities for those with expertise to share their experience and knowledge.
- We want people to know how to access the NSLC/C network as well as other similar resources.
- We want each participant to identify at least two resources for their work which are new to them.
- We want participants to meet others with similar interests and objectives and practice exchanging information.

5) How will we know if these goals are accomplished?

- Participants will identify at least two new resources as evidenced by completion of data forms.
- Participants will describe the process by which they can access the various databases in the US. We will track those who use the NSLC/C system.
- Participants will evaluate learning outcomes through focused discussion at conclusion of workshop.
- We will provide a written survey/evaluation for people to make comments and/or suggestions.

6) What tangible skills will participants gain from this workshop?

- Networking / Information Sharing Skills: participants will gain the knowledge to access information that is important to them and their work.
- Resource person skills - participants will learn how to share information about themselves, their programs, and their communities.

Graduate Education In Experiential Education: A Critical Question For The 21st Century.

Jim Wall

The question of "Where are graduate school programs in experiential education?" seems to be on may peoples' minds for it has been the gist of many of the presenters' phone conversations and e-mail inquiries. As we pondered this question and did some searching for answers, it became clear that it was a more complicated question than it appeared, for there were many types of programs offering many kinds of training. In this presentation, we plan to share the information we found, try to make some general assumptions about the programs that are available, and to offer some guidelines for choosing the "right" experiential education program. In addition, we hope to offer the perspectives and experiences of the real experts in graduate experiential education by way of a panel of representatives from different graduate programs and from the "other" experts - graduate students who are currently in experiential education programs.

Day: **Saturday**
Time: **10:30**

Expanded Description

While the focus of this presentation is to provide a "lay of the land" in experiential education, we also hope to generate some discussion and thought about the nature of the programs that are available, the direction that programs seem to be taking as we head into the 21st century and what that might mean in terms of making a decision if considering graduate training, and a view from the world of graduate school by way of a panel of representatives from graduate training programs and students who are participating in those programs.

By its nature information sharing is a two-way street, and it is our intention to gain information as well as offer it. Therefore, it is our plan to encourage discussion and sharing of ideas and experiences, and to take that feedback home in order to incorporate it conceptually into the master's program in outdoor education that is beginning at Georgia College, as well as literally into handouts summarizing our survey of graduate opportunities and into a synopsis of the presentation. Both of these would be shared via publication on the Internet and in the AEE newsletter.

The 60 minute presentation will divided into four parts: an overview of graduate programs available, discussion of aspects to consider when making a decision about a graduate program, discussion among a panel of graduate school representatives and graduate students, and a question and answer period. Specifically, we intend to spend 15 minutes providing an overview of the survey of graduate programs that we conducted and a summary of the data we found, 10 minutes focusing on general themes in training that we identified, the direction new programs seem to be taking and the impact that is likely to have on the field in the 21st century, and a discussion of considerations to be made when deciding on the "right" graduate program, 20 minutes for a panel of 3 graduate program representatives and 3 graduate students to share their perceptions and experiences as well as react to any of the information shared from the survey, and the remaining part of the program (15) minutes) for workshop participants to share their own experiences and to talk with the presenters and panelists.

It is our goal that workshop participants leave the presentation with a better understanding of what is available, a grasp of criteria to consider when making a commitment to graduate training, and information from the "hands on" experts - those who teach in graduate experiential education programs and those who are currently enrolled in some of those programs. It is also our goal to leave the presentation with a clearer idea of the needs, issues, and concerns of those considering graduate programs, and to share that information as well as the content of the survey and the workshop with the field via the Internet and the AEE Newsletter.

Current Perspectives on Adventure Therapy Training.

Dene Berman, Ph.D.; Jennifer Davis-Berman, Ph.D.;
Christian Itin, M.S.W.; Michael McGowan, Re.D.

This panel will present four different training models for adventure therapists: graduate programs in mental health, therapeutic recreation curricula, Wilderness Education Association Stewardship programs, and a more informal exposure program for mental health therapists to the Outward Bound model of therapeutic work. Critical training issues will be raised.

Day: **Saturday**
Time: **1:30**

Expanded Description

The field of Adventure Therapy is rapidly expanding, as evidenced by books on the topic and even the rapid growth of AEE's Therapeutic Adventure Professional Interest groups.

Traditionally, people have come to this area from diverse backgrounds and training fields. The proposed panel discussion is aimed at sizing-up our current status as a field with respect to training adventure therapists. Panelists will then address emerging training needs and begin a dialogue on achieving a dialectic synthesis of outdoor and therapy approaches to working with people in need.

The panelists represent four distinctly different approaches to training adventure therapists. Each will summarize the goals of the approach, the method of achieving those goals, and limitations of the model. How each approach leads to interactions with other disciplines will also be discussed.

Dene Berman, the director of the Wilderness Therapy Program and a practicing psychologist, will share information about Wilderness Education Association Stewardship courses. The Wilderness Therapy Program has developed two new WEA courses --"Counseling Skills for Outdoor Leaders" and "Outdoor Leadership Skills for Counselors." The structure of these courses will be presented, along with program objectives.

Graduate mental health education is a second approach to training. Jennifer Davis-Berman will discuss this approach, outlining the curriculum and goals of programs like those in social work, psychology and counseling. Opportunities for experiential education practicum within these programs will be suggested.

Practicing mental health professionals often create training opportunities to learn new skills, deal with special populations, and discuss seminal issues. Christian Itin, a practicing social worker, will discuss this approach to training adventure therapists. He will share his experience with the Wilderness Therapy Practicum, an open-enrollment course offered through the Colorado Outward Bound School, which provides an opportunity for counselors to learn the Outward Bound model of providing therapeutic opportunities.

Michael McGowan is a professor who trains students in the field of therapeutic recreation. He will present the goals and curriculum of this field, with emphasis on Adventure Therapy. The role of recreation therapists with mental health populations will be presented.

The four panelists will begin an open discussion on how each of these approaches gets us closer to a training model that embraces both experiential education and counseling. Other issues like certification, third-party reimbursement, supervision, and employment opportunities will also be raised.

Audience participation will be encouraged to help identify other training needs and limitations of this field. Audience participation can also help identify experiences with other disciplines that have helped or hindered Adventure Therapy Programs.

Demystifying Grantsmanship.

Jeff Cohen

Grantsmanship should be a full partner in the educator's quest for tapping the physical, intellectual, and spiritual resources of their learning public. "Demystifying Grantsmanship" is a two hour workshop devoted to inspiring experiential educational practicioners to develop and submit program proposals to foundations. The workshop will introduce key elements in funding research; galvanizing organizational resources; grant writing; networking with potential funders; and, accessing available technical assistance.

Day: **Saturday**
Time: **1:30**

Expanded Description

Submitting grants to private foundations as a means of funding the operation of your tax-exempt organization is a wise investment of energy and resources. Foundations contribute a significant percentage of many organizations' income streams. Grantsmanship can earn you much-needed capital while strengthening your program and ensuring a dynamic relationship between internal administration and community-based board and volunteer support. An agency that wins foundation grants increases its credibility and viability. Most importantly, the population and community that you serve benefits with increased learning experiences and increased resources to develop positive self-concept.

Grantsmanship is not linearly about winning money, rather, it's a process that rewards competent strategic planning, management, and community-based relationship-building. The human needs in our communities are formidable while the human and technical resources to develop collaborative, logical solutions to well-researched, relevant problems will find support to empower people to accept and overcome their limitations.

Grantsmanship is an ongoing process filled with excitement of organizational growth, pain of rejection, numbness of unyielding challenges, and joys of progressive learning. The hardest part about grantsmanship is the period of time between initially choosing to submit grants and then actually doing it without desperation or confusion. The dark period of lead time requires extensive research, discussion, collaboration and teamwork, writing and editing, and openness with regards to fiscal and performance accountability. Developing needs assessments, budgets, and evaluation plans can be confounding, as can be delineating the difference between mission, goals, and objectives. Yet when it all fits together, your energy and spirit will be renewed in your community-based outreach.

Grantsmanship should be a full partner in the educator' quest for tapping the physical, intellectual, and spiritual resources of their learning public. The grantsmanship field embraces innovation and supports planners with free and low-cost resources and technical assistance. Concurrently, AEE values research, evaluation, and replication of successful program models. The available toolbox to traverse the learning curve and battle the inertia will not fail.

"Demystifying Grantsmanship" is a two hour workshop devoted to inspiring experiential education practitioners to develop and submit program proposals to foundations. The workshop will introduce key elements in funding research; galvanizing organizational resources; grant writing; networking with potential funders; and accessing available technical assistance.

Key areas to be covered in the informal lecture and discussion-oriented workshop include:

1) Funding Research

Visioning with a means of application;
Writing a brief statement to describe your proposed project;
Projecting the estimated projected, or actual cost for completing your proposed project;

Ensuring your organization is legally grant eligible;
Understanding what types of private foundations exist;
Understanding what types of support foundations give;
Developing the list of key words which categorically describe your proposed project;
Assessing source texts and documents to conduct research;
Research techniques and process.

2) Galvanizing Resources

Making sure your board of directors is viable and functioning;
Making sure you have your 501(c)(3) tax-exempt status;
Assessing existing and needed resources
Accessing needed technology;
Accessing needed technical assistance;
Collaborating with other agencies;
Staying organized;
Working efficiently and effectively.

3) Grant Writing/Development Processes

Writing a letter of inquiry (mini-grant)
Introduction
Ideas
Projected Outcomes
Projected Cost
Request

Writing a grant
Cover letter
Abstract/Summary
Introduction and Mission
Problem Statement
Needs Assessment
Goals
Objectives
Methods
Evaluation
Future Funding
Budget
Appendix

4) Networking With Foundations

When to call/when to write;
What type and length of letter of inquiry or proposal to submit;
What happens if you win grants and what happens if you don't win;
Showing up again, with an improved proposal.

Experiencing A Prehistoric Indian Culture.

Marjorie Connolly, M.A. (Ed)

How can we help student to understand other cultures? Come explore the experiential teaching methods employed at Crow Canyon Archeological Center. Participants will learn about the culture of the Anasazi Indians of the southwest through hands-on activities. The session will include opportunities to participate in Native American games and a discussion on archaeological education.

Day: **Saturday**
Time: **1:30**

Expanded Description

Understanding other cultures is sometimes difficult for students. By using experiential teaching methods Crow Canyon Archaeological Center gives individuals the opportunity to immerse themselves in the cultures of the American southwest. This session will explore teaching techniques used at Crow Canyon through several hands-on activities. When children learn about other cultures they not only see the differences but the similarities as well, thus increasing their appreciation and acceptance of other people who are different from them. These hands-on activities increase students' awareness of a past culture, providing a bridge to understanding present cultures.

Attenders will have the opportunity to participate in three activities: Exploring Our Own Culture, Windows into the Past, and Native American Games. In the first session participants will make observations about their own lifestyles by drawing characteristics of their culture and grouping and labeling key elements. In the activity Windows Into the Past participants will observe artifacts from different time periods of the prehistoric Puebloan culture (often referred to as the Anasazi). By making inferences from these observations participants will put these time periods into sequential order. This activity will also focus on cultural change through time and possible reasons for these changes. The session will then move outdoors and participants will engage in three Native American games Toss a Ring, Rattler, and throwing a spear with an atlatl. By sharing in these activities, students should gain a greater understanding of themselves and our rich cultural heritage.

Beyond The Ultimate 45º Cable.

Joel Cryer, B.A.

A Panel Discussion will attempt to define the terms "standard" and "state-of-the-art" from the viewpoint of the engineer, the lawyer, and the educator. Existing prototypes of standards will be identified and their value and application in the construction and maintenance of ropes/challenge courses will be assessed according to the diversity of viewpoints. Lastly, the panel will identify unresolved issues in standards development.

Day: Saturday
Time: 1:30

Expanded Description

Presenters

Joel Cryer, B.A., Director of SWCEL, has built ropes courses since 1979 and has built professionally since 1988. Mr. Cryer is a member of the Texas Association for Health, Physical Education, Recreation, and Dance (TAHPERD), the Texas Outdoor Education Association, the International Safety Network, the Oklahoma Therapeutic Ropes Association (OTRA), the American Alpine Club, the Vertical Section of the National Speleological Society, the North American Association for Environmental Education, a founding member of the Texas Experiential Ropes Association (TERA), a member of the Association of Experiential Education (AEE) since 1976, and he served on the AEE Select Committee of the National Task Force on Accreditation and Standards in 1992. Mr. Cryer is also a member of the Ropes Course Builders Network (Association of Challenge Course Technology) and has participated in the last two Ropes Course Builders Conferences. He has given numerous presentations for AEE, TERA, OTRA, and TAHPERD at their sponsored conferences. In 1993, he was one of six senior practitioners selected by AEE to start the new International University of Experiential Education at Moscow State University in Russia. He heads the Publications Committee of AEE's Schools and Colleges Professional Group. He is a co-chair of the 1994 AEE International Conference.

His career spans twenty years and includes successful programs for major corporations, state agencies, international agencies, universities, public schools, hospitals, and other institutions. He conducted an adventure-based program for adolescents and their families in a community mental health setting for four years, and coordinated a wilderness/adventure-based program for a school district for five years. He instructed with Outward Bound and six other adventure-based programs. In 1992, Mr. Cryer built the first ropes course in Sweden. He served as a Para-Rescue Technician with the U. S. Air Force in Southeast Asia, and was a member of the NASA/Apollo Recovery Team. During the past twenty-five years, he has trekked, boated, and climbed in North and South America, Europe, Australia, and Asia. He is a graduate of the University of Texas.

Charles R. Gregg, JD, is currently President Elect of the Houston Bar Association and is chair of the Adopt-A-School Committee. He has served as First and Second Vice President, as Treasurer, and as a director for two terms. Mr. Gregg has also served on the Lawyer Referral Service Board, the Minority Opportunities Committee, and he has chaired the Audit Committee, the Finance Committee, the Judicial Evaluation and Preference Poll Committee, the Whole Life Study Task Force, the Committee on Professionalism, and the Campaign for the Homeless. He is the co-author of "Professionalism: A Lawyer's Mandate" and is a fellow of the Houston Bar Foundation. Mr. Gregg is the founder and serves on the board of the Foundation for Contemporary Theology. He is past chair and now of counsel to the National Outdoor Leadership School, a world-wide organization teaching wilderness skills and leadership. Mr. Gregg lectures frequently on professional responsibility and on the issue of liability in outdoor adventure programming. A graduate of the University of Texas School of Law, Mr. Gregg is a partner of the firm of Hutcheson & Grundy, L.I.P., where he chairs the Litigation Section and serves on the Management Committee.

Jasper S. Hunt's professional involvement in experiential education began in 1970, when he was hired as a Sherpa by the North Carolina Outward School. Since then he has held a variety of instructional positions with North Carolina Outward Bound Bound School, Pacific Crest Outward Bound School, the

Darrow Hall "Operation Breakout" Juvenile Delinquency Program, the University of Colorado (Department of Philosophy and School of Education), Western Washington university (Associate Professor of Philosophy of Education, Department of Educational Administration and Foundations) and Mankato State University. His formal education includes: B.A. (Philosophy) The Evergreen State College, Olympia, Washington; Graduate Study (Theology) Graduate Theological Union, Berkeley, California; M.S. (Experiential Education) Mankato State University, Mankato, Minnesota, and Ph.D. (Philosophy of Education) University of Colorado, Boulder. He is currently Professor of Experiential Education at Mankato State University.

Thomas Leahy has over sixteen years experience using the outdoors as a classroom with a veritable spectrum of clients. He was the co-founder and director of Pine Ridge Adventure Center in Williston, Vermont where his involvement spanned from 1981 until 1992. Now in Colorado, he is the owner of Leahy & Associates, Inc., a development and consulting business in the adventure challenge field. Tom specializes in team development and vision workshops for community and business, risk management and development of challenge course programs and created The National Challenge Course Practitioners Symposium, an annual gathering for practitioners to promote the safe, effective and ethical use of this educational tool.

Compassionate and energetic, Tom is a resourceful entrepreneur possessed with a strong commitment to safe and ethical practices and is highly skilled at creating an adventure environment that is physically and emotionally safe. His long term experience in program and operations creation, risk management and staff development have shaped his view of required facilitator competencies, the responsibility of training and service providers and the benefits and hazards of industry standards.

David Quintanilla is a co-owner of the structural engineering firm Jaster-Quintanilla & Associates in Austin, Texas.

Dr. Alfred E. Traver received his B.S. in Mechanical Engineering from the Massachusetts Institute of Technology and began his engineering career in Fort Worth with General Dynamics. After a couple of years he relocated to Austin where he pursued graduate study at the University of Texas and a career at Tracor Inc. He eventually earned both a Ph.D. in Mechanical Engineering and a J.D. at the University of Texas at Austin.

Dr. Traver has seven years of industrial experience and twenty-two years of teaching experience in mechanical engineering. During that time he has worked on a wide range of engineering problems and has published over seventy-five papers and reports. He is a Registered Professional Engineer in Texas and is also a current member of the State Bar of Texas. He has had extensive consulting experience with numerous corporations, government agencies, law firms, insurance companies and engineering firms during his teaching career.

Dr. Traver has been a member of the faculty in Mechanical Engineering at the University of Texas since 1978. He teaches courses in design and computer aided engineering. He has had extensive experience with specifications and has been of some assistance to the American Society of Mechanical Engineers (ASME), the American Petroleum Institute (API), and Texas Liquid Petroleum Gas Association with regard to standards and specification issues.

"State-of-the-art" and "standards" are two terms without clear definitions in the challenge/ropes course industry. Consumers of ropes/challenge courses often wonder what are the latest building standards and what is the rationale behind them. They may ask questions in circles: Which standards are official? Who sets the standards? Are the standards recognized universally? Do the standards apply to me? What constitutes "state-of-the-art"? Does "state-of-the-art" relate to addressing the latest safety issues? What does "a new evolution of building techniques" mean? Do we have to rebuild or modify our ropes/challenge course because of these new standards after the fact? Clearly, these are perplexing questions whose answers are not easy.

Regardless of one's position on standards, the inherent risks of challenge/ropes courses dictate that ongoing dialogue exist to review the logic and applicability of current standards. Such discussion might lend better choices to resolving the many issues not addressed clearly by current standards.

Presently, we define our evolving standards on the ropes/challenge course from the experience and interests of ACCT and builders and some equipment specifications. Who else needs to have input? Should customers/users of ropes/challenge courses be included (Hunt, 1990, p. 24)? Should government organizations be included in this criteria? How do we ensure that standards are generated for all recognizable safety areas and issues? Are we establishing firm criteria that address liability issues connected to historic evolution of standards. And will our standards promote "state-of-the-art" ropes courses or just the lowest standards upon which agreements can be reached?

The products used in the construction of ropes course elements are of differing specifications. Are all of these products safe, not only in their utility in ropes courses, but in their utility independent of the design? How do we establish rating standards for these products? If available legal criteria is to address the following specifications: (a) mechanical feasibility of safe design; (b) gravity of danger posed by challenged design; and (c) likelihood that danger would occur (Van der Smissen, 1990). Any new design must prove that it is as safe or safer than an old design. If we meet this legal criteria, how will these standards promote state-of-the-art ropes courses versus a broad standard that just covers the most basic level of construction?

Our knowledge and defense of what we do and how we understand safe building and maintenance concepts is critical to experiential education. We must recognize and agree what a standard is before we can really discuss it. Then the debate over standards must continue until we have developed centrally-recognized and applied models of building, maintenance, utility, and most important, safety. As our standards evolve, we must identify the "state-of-art" model as a central example of excellence. This panel discussion will try to unravel the complexity of issues introduced above, with ample time for audience input and feedback.

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Training College Wilderness Leaders.

Rick Curtis

Training college outdoor program leaders is a study in balances. In many cases, these leaders are not paid staff which places them in the category of paraprofessionals. As paraprofessionals, they cannot be expected to have the level of training that a professional outdoor educator such as a NOLS or OB instructor would have. At the same time, these paraprofessional leaders may be required to deal with the same types of problems on the trail. A bee sting or lightning storm along the Appalachian Trail in New Jersey can be just as dangerous as in the middle of the Wind River Range. Finding the balance for what college outdoor program leaders should know and what they can realistically be required to learn is a challenge for all college programs. Each school must evaluate the types of trips it offers, skill level required, and the feasibility of a training program.

Day: **Saturday**
Time: **1:30**

Expanded Description

1. Introduction

Training college outdoor program leaders is a study in balances. In many cases, these leaders are not paid staff which places them in the category of paraprofessionals. As paraprofessionals, they cannot be expected to have the level of training that a professional outdoor educator such as a NOLS or OB instructor would have. At the same time, these paraprofessional leaders may be required to deal with the same types of problems on the trail. A bee sting or lightning storm along the Appalachian Trail in New Jersey can be just as dangerous as in the middle of the Wind River Range. Finding the balance for what college outdoor program leaders should know and what they can realistically be required to learn is a challenge for all college programs. Each school must evaluate the types of trips it offers, skill level required, and the feasibility of a training program.

2. Training Priorities

The material that follows is the model developed by the Outdoor Action Program (OA) at Princeton University over the last twelve years. Outdoor Action operates a number of wilderness programs including a 6-day wilderness pre-orientation program for incoming students, as well as day and multi-day trips throughout the academic year. Leadership training priorities for such a program include the following:

- Wilderness Skills
- Safety Management
- First Aid & Emergency Procedures
- Group Dynamics

3. Training Assessment and Development Model

In order to develop a training program it is important to follow a Training Assessment and Development Model. This model lets you develop your training program around a thorough examination of the activity.

Assess the Activity:

- What skills are needed by participants?
- What skills are needed by instructors?
- What equipment is needed?
- What training in the use of the equipment is needed by instructors, participants?
- What are the risk management factors in the activity? Which can be controlled, which cannot be controlled?

Brainstorm Training Possibilities:

- What modes of training are best suited to passing on this information, hands-on, simulations, lecture, discussion, etc?
- How much time is required to develop a proper level of skill in the activity?
- How much ongoing training is need to maintain this level of skill?
- Beyond the basic skills of the activity, are their special skills staff need to be able to instruct (not just do) the activity? Are their special rescue/safety skills staff need to do the activity?

In thinking about developing a new activity it is important to ask the following questions.

1. Is this an activity that our current staff is properly trained to deliver?
2. If not, is there an outside source that can provide the necessary training?
3. Once the staff is trained, do we have the ability to continue to generate newly trained staff using either internal or external sources?
4. Do we have the ability to generate instructors for the staff either internally or externally?

At Outdoor Action, as we answer these questions, we determine whether we have the ability to provide the necessary training to staff and to provide the necessary level of training to those who instruct staff. If we can do both of these things, then it is an activity we are willing to pursue. Otherwise, we either find an outside source of expertise to provide the activity or we don't pursue it. This decision is based on our resources of staff and money. If we are going to go to all the effort of adding an activity to our program, we want to be able to continue to offer it.

Put simply:

- Can the staff do it?
- Can the staff teach it to participants?
- Can the staff rescue it?
- Can the staff be retrained?

If we decide that we can handle these elements then we take the different training elements and

Assemble the Training Elements into a Program:
You want to integrate your training elements into a structure that should meet the following criteria:

1. Teaches the skill to someone just starting out
2. Provides a common, base level of knowledge & experience for all staff
3. Provides "hands-on" experience with the skill
4. Allows for assessment of the skill learned (in certain activities)
5. Provides ongoing refresher training

4. Outdoor Action Leader Training Program

The OA Leader Training Program is one of three components of the overall OA Program which also includes a fresh wilderness orientation trip and trips during the academic year. The goals of the Leader Training Program are to develop leadership skills and to generate new staff. OA has 80-100 students participate in the Leader Training Program each year. Some complete the program and do not lead any trips and some students do not complete all the training segments. Merely completing the requirements does not automatically allow one to lead trips. Students are evaluated at several points through the training process and given guidance if they need additional skill building. Also, new leaders are generally paired with students who have led before providing an additional "apprenticeship" for a new leader.

OA requires all prospective leaders, even skilled outdoorspersons like OB and NOLS graduates, to complete all aspects of the Leader Training Program. This assures us that all leaders have a certain minimum level of skill and to learn OA's procedures and practices. It also allows us to evaluate all prospective leaders. We find that the number of requirements helps to select out those who have strong interests in the program. Still, all students who participate in the any aspect of the Leader Training Program feel they benefit and the skills are useful through out their college years and beyond. This approach differs from that at some schools where potential leaders go through an application and selection process similar to Resident Advisor Programs and then are trained at one time each year.

The Outdoor Action Leader Training Program consists of five different training segments. These are offered several times each semester to allow all students to work the trainings into their University schedule. The five-part training program developed by the Outdoor Action Program is outlined below and each segment is covered in detail in the sections that follow.

- Leader Training Course
- Wilderness First Aid Course
- Safety Management Seminar
- CPR
- Group Skills Workshop

Since OA Leaders go through the training program only once (they do have to keep CPR and first aid current), we also try to provide refresher programs during the year. This program is still under development and our work to date is presented below. OA also has an extensive Leader's Manual that serves as an excellent reference for leaders to polish their skills.

OUTDOOR ACTION LEADER TRAINING COURSE GUIDELINES

This section is taken from the Outdoor Action Leader's Manual.

OA LEADER TRAINING COURSE GUIDELINES

PHILOSOPHY

The Leader Training Course (LTC) is a fundamental part of the OA Program. It serves two purposes; to train new leaders and it stands on its own as a wilderness educational experience. This dual purpose is reflected in the complex nature of leading such a trip. First there is a strong focus on skill training for the participants so that they will have solid skills for when they lead their own trips. In addition, this may be the first OA trip for participants, so they need to go through an experience similar to what their future participants will go through. Just as on a regular OA trip, it is important to share the leadership responsibility with the participants. As they learn more about how to function in the wilderness environment, more responsibility is shifted to them by the leaders.

GOALS

The goal of the LTC is to teach the requisite outdoor and trip planning skills to allow interested persons to lead Outdoor Action trips. Some of the skills are well-defined and easily grasped, such as lighting a stove. Others are much more abstract, involving simultaneous application of principles, equipment, and the confidence born of experience, such as successfully dealing with accidents and injuries. The learning of either type of skill is a matter of two ingredients: instruction and practice. On the LTC, instruction is given in all aspects of trip leadership: background information as well as hard skills. Instruction is given not only by the leader trainers, but also the participants, each of whom will research and teach a class to the whole group. The course is designed as an opportunity to learn and practice the leadership tasks performed on a regular OA 3-season backpacking trip. In order to facilitate learning, a small group is required; the LTC will consist of eight participants and two or three leader trainers. The Basic Leader Training Course covers the basic skills necessary to lead 3-season backpacking trips. A Bike Touring Leader Training Course is also offered to teach the skills necessary to lead multi-day bike touring trips (See OA Bike Leaders Manual). The LTC is divided into three sections—Pre-trip, Trip, and Post-trip.

TEACHING

An important part of the learning process for participants is learning how to teach. This is an essential skill for them to be effective leaders. The Leader Training Course is constructed so that each participant will be responsible for teaching certain skills to the rest of the group. Skills to be taught will be divided up between those which need to be taught before the trip and those which will be taught during the trip. All pre-trip material will be taught by the Leader Trainers to effectively transmit the information and to model effective teaching styles. The other material will be specifically assigned to participants. Pre-trip, participants will be required to develop a list with a short explanation of the basic concepts behind their topic area and present it to the Leader Trainers. There will be a group debriefing after each teaching session (including those done by the Leader Trainers) to give feedback to the person teaching and to reinforce the importance of good teaching. Teaching is a skill which will also be evaluated on the Evaluation Form. During the trip, participants will teach specific aspects of their subject taken from general topic outlines (see below). In some cases, some parts of the topic will be taught by the leader trainers.

PRE-TRIP

Leader Trainers will meet with the Program Director to discuss goals and strategies for the course including, the philosophy of the Leader Training Program, pre-trip meetings, training during the trip, simulations and walkout policies, and the participant evaluation process at the end of the course.
Groups will meet 5 weeks prior to the trip in order to begin the course all pre-trip planning. Participants are required to attend all group meetings and prepare material for the class they will teach during the trip. Material for the classes will be taken from the OA Leader's Manual, the NOLS Wilderness Guide, other sources as needed. The first and last meetings before the trip itself will be run just like a regular OA backpacking trip pre-trip meeting would be run. This is designed to model how the future leaders would run their own trip.

Classes

Each participant will have one class to prepare prior to the trip. An outline of the basic skills the participant will cover must be given to the Leader Trainers before the trip leaves. During the trip each participant will teach his/her class. After any class is presented, the Leader Trainers should round it out with whatever they have learned out on the trail. Then the group should discuss and critique both the content and the presentation. This is not a test, but rather, an opportunity for helpful feedback. Possible areas for review include, clarity, confidence, creativity, and the ability to hold listeners' interest. Route planning should include setting aside about 2 hours each day for classes.

Schedule of Pre-Trip Sessions

The schedule for the pre-trip sessions is detailed in Table 2.1. The schedule for classes and activities during the week is detailed in Table 2.2. Participants are to be assigned a class from the topics in Table 2.

Pre-Trip Activities		
Meeting	**Classes**	**Other Tasks**
First	Dressing for the Backcountry	Explain OA priorities/goals and how Leader Training Course will operate. Hand out participant applications, Leader's Manuals, and Personal Equipment List. Sign out NOLS Wilderness Guides. Collect trip payment. Participants will be assigned classes. Schedule remaining meetings and decide on due date for class outlines. Read OA Policies and Leader Training Chapter in Leader's Manual for the next meeting
Second	Route Planning Teaching a Skills MSR Stove Class Knot Class - round turn with two half hitches	Tour of Equipment Room. Plan route as a group (needs maps & route plan form).
Third	Food & Menu Planning First Aid & Blister Kits Optimus 111 Stove Class Knot Class - Trucker's Hitch	Check food room for stocks. Tarp set up.
Fourth	General Minimal Impact Class Peak 1 Stove Class Knot Class - Bowline	Assemble group equipment.

Day before trip.	Backpack Class - sizing, wearing, loading	Group Games. Practice tent set up. Review of equipment and food lists - prepare shopping list and buy items. Repack food. Distribute group equipment. Issue personal equipment. Pack backpacks.

Table 2.1

DURING THE TRIP

First Day

The first day should be planned such that the group sets up camp after only _ day of hiking. The Leader Trainers will serve as Leaders-of-the-Day (LD's) (see below). They should inform the group that they will lead the first day just like the first day any OA trip should be led. Before starting off, while the group is stretching, trail technique, minimal impact while hiking, and the schedule for water and sit-down breaks should be mentioned. LD's for the next day will be chosen.

Leaders of the Day (LD's)

LD pairs or trios will lead the middle three days of the trip, with each group in charge of a day from wake up to bedtime. LD's are responsible for everything as if the trip were a regular backpacking trip. This means that they are there to teach and encourage the other participants to take responsibility for running the trip. They are selected the night before by the Leader Trainers and are told how many classes to schedule the next day, and whether or not there will be a simulation. (See simulations below).

During the Trip		
Day	Person	Classes
First Day	Leader Trainers	Blister Care, Water Purification, Dynamics of Accidents Model
	Leader Trainers	Trail Technique
	Leader Trainers	Terrain Association
	Leader Trainers	Campsite Selection
	Participant	Minimal Impact in Camp
Day	Person	Classes
Any Day	Participant	Nutrition
	Participant	Group Games
	Participant	Layering
	Participant	Map reading
	Participant	Compass Use
	Participant	Ten Essentials
	Participant	Hypothermia/Hyperthermia
	Participant	Weather & Lightning Safety
	Leader Trainers	Debriefing
	Leader Trainers	Emergency Procedures
	Leader Trainers	Lost Person Procedures
	Leader Trainers	Knot Practice
	Leader Trainers	Emergency Simulations

Table 2.2

Second Day - Fourth Day

LD's are responsible for getting the group moving at whatever time necessary to comply with the planned route. The LD's keep track of pace, rest stops, blister checks, emotional checks, lead and sweep positions, lunch stop, coordinate breaks for teaching, and supervise campsite selection and construction. This is not to say that these two people do all these things, rather, it is their responsibility to make sure that all of these things get done. LD's will trade off leading with map and compass. LD's are responsible for getting the group moving at whatever time necessary to comply with the planned route. It is expected that the trainees will handle all aspects of camp selection and setup for the rest of the trip. Trainees should watch each other to make sure all things are handled properly. Leaders should perform tasks assigned to them by trainees rather than taking initiative to do things.

Evening Activities

Evening can include a wide variety of activities. The leaders should have the group evaluate the day, how things progressed, what people learned (see Debriefing below). People should critique the teaching presentations to give feedback to the presenters. Leaders need to maintain a relaxed atmosphere so that this stays low key and informative. Also sharing previous trip experiences can be a useful experience for everyone.

Simulations

Simulations are an important part of the leader training process and it is important that you do several simulations on the trip. Simulations are designed to teach participants some of the technical and group dynamic/leadership skills required in an accident or emergency situation. It is ***required*** that participants be made aware in advance that there will be several simulations during the trip and be told on what day the simulation(s) will take place. This is essential both from an ethical perspective and so that constant anticipation doesn't ruin the trip. The purpose of these simulations is to practice skills and to learn about the complex nature of emergency response. It is *not* a test or evaluation of individual's skills. The idea is that a low-pressure walk-through of the Emergency Procedures will imprint them far better on the participants than a confusing, high-pressure affair. Also, since some may not have first aid, the key is focusing on their overall response, not specific treatments. Keep in mind that an accident scenario can be a highly emotional experience. We want to give people an experience with emergency procedures *not* emotionally traumatize them.

1. Teach Emergency Procedures & Lost Person - These should be taught ***before*** any simulations so that people know what to do. The first simulation should be a walk-through of the OA Emergency Procedures and Lost Person with Leader Trainers explaining the procedures as they go. This is based on proper teaching principles; there is no point in asking the group to do an exercise if they don't have previous training in it. The best scenario is to do one walk-through accident simulation and later do a combined lost person/accident simulation. (See Section 10 - Safety & Emergency Procedures).

2. It is best to do simulations at the end of a day's hiking near your planned campsite. This way, camp can be wholeheartedly set up as part of the simulation and a debrief of the simulation can occur over dinner.

3. A Leader Trainer should be the victim. When the group becomes aware that there is a problem, the other Leader Trainer should indicate that it is a simulation and that the group needs to deal with it. The other Leader Trainer is an observer only, *not* a resource for the group in the rescue and will step in only if it appears that an Accident Potential is developing. Leader Trainers need to know when to call the simulation off; darkness, cold, etc. are just some things which should end the exercise. The observer ends the simulation at an appropriate point, typically when the party going for help starts down the trail. At that point, the Leader Trainers inspect the gear taken by the group hiking out, the first aid measures performed, the camp setup arrangements, and the group cleans up.

4. The LD's are to supervise when the simulation happens. It is not their responsibility to attend to the victim (unless they have the most appropriate first aid skills), but rather, organize the rescue operation and make sure that all members of the group are being used effectively. If no one on the trip has first aid training, the Leader Trainer observer can act solely as a first aider, performing first aid on the "victim" and stating medical requirements, but nothing else.

5. The simulation should be debriefed as soon as possible, with each person telling what they did and saw, what went well, what didn't, and to see how people felt about the exercise. The group should analyze the incident based on the Dynamics of Accidents Model and make recommendations for how it might have been prevented. Keep in mind that simulations can sometimes be emotionally charged events for people. This may be due to their anxiety about their ability to deal with a real accident or

recollections from other traumatic events. Beware of people who seem to be under tension and make sure to process things either in a group setting or one-on-one.

6. Leader Trainers are not to implement actions during the simulation which could place them or other members of the group at risk. This includes such things as the victim actually becoming hypothermic or dehydrated, getting sleeping bags wet as part of a hypothermia simulation, etc. OA does not want to present a macho, survivalist attitude to its trainees or simulations could become true emergencies.

Policies for Walkouts
The purpose of a walkout is to give the trainees the experience of what it will be like to be completely in charge of a trip. ***It is essential, therefore, that the following policies be complied with.***

1. ***Walkouts are not an automatic part of a Leader Training Trip.*** The leader trainers need to evaluate the strength of the group and decide if such an exercise is appropriate.
2. Walkouts are never to be done unannounced or with "notes" left by leader trainers who have departed. If the leader trainers feel the trainees are ready for a last day walkout, they will brief the trainees on procedures the night before. Leader trainers must emphasize that walkouts *only* occur on Leader Training Trips. They are not appropriate and not permitted on regular trips.
3. Walkouts must always be considered carefully. If there is bad weather or if there is a person with an illness or injury, a walkout should not be done. If the accident potential is increased, leader trainers *must* remain with the trip. This is *required* if any of the participants have a known, serious bee sting allergy. If the trainers wish, they can tell the group that they are "ghost" participants (not really present) and will say nothing, and help with nothing unless an emergency arises. Ghosts can carry group gear if it is set aside for them by the participants, but there is no communication to the ghosts at any time.
4. Walkouts should only be done on the last day of the trip when there is short mileage back to the van. Under ***no*** circumstances should leader trainers walk out the night before the last day.
5. The group should be given instructions that on the morning of the walkout, that the leader trainers will only be observers. They will not help with any of the camp chores or breaking camp. They will not respond to questions except in an emergency. Any group equipment that the participants want the leader trainers to take should be left in a pile for them. The leader trainers will take what they chose to carry.
6. The leader trainers will hike out after the group. The leader trainers will leave about 45 minutes after the group has departed.
7. Equipment distribution - There should be two sets of maps available if a walkout is being considered. Both parties should have basic first aid supplies. The major first aid kit will be carried by the leader trainers.

Debriefing
An informal debriefing should be done daily, preferably at night, to check on how the day went, how people are feeling, what they learned, etc. The last night of the trip (or at the end of the last day) both an individual and a group final debriefing should be done (see Section 9 - Leadership: Transferring the Experience). After dinner, Leader Trainers should meet in a removed spot with each participant for 10-15 minutes. Here are some of the questions you should consider asking.

- What were your expectations of the trip?
- What aspect(s) of the trip did you find most challenging? Most rewarding? Most daunting?
- In what settings did you feel most comfortable? Most uncomfortable?
- What are your thoughts on the way this trip was led? What suggestions would you give to us as leader trainers?
- What type of person would you feel most comfortable leading with?
- What do you feel are your strengths as a leader? Your weaknesses?
- How would you describe your own leadership style?
- What areas do you think you need to work on?
- Are there any problems you wants to bring up away from the rest of the group?

POST-TRIP

BEST COPY AVAILABLE

1. When the group returns all gear should be cleaned and returned to the equipment room. Any damaged gear should be labeled and put on the work table. The ER should be left spotless!

Evaluations

1. Participants will fill out a self-evaluation form to critique themselves on their own performance and what they have learned, as well as the areas in which they feel they need additional work.
2. Both leaders will get together with each participant after the trip and give that person a verbal evaluation on their performance, strengths, and weaknesses.
3. Both leaders will cooperatively submit a written evaluation of each participant with information on overall performance, strengths, weaknesses, and recommendations regarding that person's leader qualifications.
4. Leader Trainers will administer the Post Trip Skills test to all participants. This is designed to make sure that specific skills have been mastered by the participants.

Participants will be classified on their written evaluation with one of the following definitions.

- **Leader-in-training** - Needs additional experience. List specific areas and instruct the person what they need to do.
- **Assistant Leader** - skills are OK, but needs to lead with someone who has lead before and has a higher level of skills. This is the usual category for people completing a Leader Training Trip.
- **Co-leader** - skills are high enough that the person can lead with another person with similar skills even if both have not lead before.
- **Primary Leader** - hard and soft skills are excellent and this person is capable of leading a trip with someone who has not led before and who made need additional supervision.

WILDERNESS FIRST AID & CPR TRAINING

First aid training is an essential part of any leader training program. The elimination of Red Cross Advanced First Aid and the restructuring of Standard First Aid has left a distinct void in nationally certified first aid courses. What is currently available is either too little to be of use or to much in time and money to expect paraprofessionals to obtain.

In an effort to find an appropriate balance for our leaders, Outdoor Action has developed its own Wilderness First Aid Course. This twenty-hour course is taught by a student group on campus, HEART (Health Education And Rescue Training) which is made up mostly of OA Leaders. The course has been developed over a number of years and is based on the WFR protocols. All materials and techniques for the course have been examined and approved by a physician from the University Health Service. The instructors are all qualified at a higher level of training, at least the NASAR Wilderness First Aid and a number of the instructors are WFR's or EMT's. The success of the course can best be seen by the number of students who go on to take higher level course because they are excited about learning more first aid. This is a testament to the skill and enthusiasm of the instructors. Also, all OA leaders are required to have current certification in adult CPR.

OA also offers the Wilderness Medical Associates Wilderness 32-hour First Aid Course once a year. This allows interested students to increase their level of training and also provides for future instructors for the HEART course. A brief outline of the HEART curriculum is provided below.

The course meets once a week for a five-week period. Each four-hour class is roughly divided between lectures and practical exercises. Classes are kept brief by only presenting the important concepts from the more comprehensive assigned reading. Emphasis is placed on the Patient Assessment System framework which provides a rescuer with the organizational structure for all potential accidents. Frequently the class is divided into rescuers and victims to provide valuable hands-on experience. Each accident simulation is debriefed as a group and several rescuers are required to present SOAP notes. At the end of the course, two larger accident simulations are used to teach triage principles and challenge the rescuers skills.

A university physician addresses special medical issues including diabetes, shoulder reductions, and near drowning as part of each course. Since Anakits are carried on all trips, each student, with the doctor's supervision, practices giving a saline injection to a fellow student.

The HEART Wilderness First Aid certification does not grant any nationally recognized certification. However, certification requires passing both a written and practical exam. The three hour written exam reviews the major topics covered both in class and in the reading. The extensive practical testing requires the student to confront two wilderness injuries and provide effective patient care.

HEART Teaching Outline **(italics indicate practical sessions)**

Class 1
- Quiz
- Organization Information
- Introduction and Overview
- Anatomy and Basic Medical Concepts
- Patient Assessment System (PAS)
- *Body Checks*
- Basic Life Support (BLS)

Class 2
- Quiz
- Circulatory System
- Respiratory System
- Nervous System
- Skin and Soft Tissue Injuries
- *Bandaging*
- Musculoskeletal System
- *Splinting*

Class 3
- Quiz
- Digestive System
- Temperature Regulation
- Toxins
- *Anakits and Sawyer Extractors*
- Environmental Problems
- *Wilderness Accident Simulation*

Class 4
- Quiz
- University Physician
    - Diabetes
    - Shoulder Reduction
    - Near Drowning
    - *Practice Injections*
- Backcountry Medicine
- Wilderness Search and Rescue
- First Aid Kits
- Practical Considerations
- *Triage Simulation*

Class 5
- Practical Final
- Written Exam

SAFETY MANAGEMENT WORKSHOP

All leaders are required to attend a two-hour safety management workshop. This is considered a critical part of the leader training process. The workshop covers the Dynamics of Accidents Model developed by Alan Hale. Leaders are introduced to the model and to their role in presenting environmental briefings and educating participants about the model. The specific incident report forms used by OA are covered with an explanation of how they are used to make program changes. Finally, an analysis of some real accidents illustrates how the formula can be used to reduce accident potential and prevent accidents. In addition to the workshop, the Dynamics of Accidents Model is also discussed during the Leader Training Course and stressed during the trip.

GROUP SKILLS WORKSHOP

Teaching group dynamics and effective leadership and facilitation skills is perhaps the most challenging part of the leadership development process. Whatever we may do, there is always so much more to teach. Once again the question of balancing what must be needs to be taught against how much we can expect of our students. Over the years, OA has developed a workable group dynamics training format. The proof of striking that balance is that most students evaluating the workshop say that although it was very long, they are glad they participated.

The Group Skills workshop is a 12-14 hour workshop focusing on group dynamics and leadership skills. The workshop begins with a three-hour session the first evening followed by a full day session the next day running from 9:00 AM to 10:00 PM with breaks for lunch and dinner. A mixed format is used which includes small group discussion, dyads, journal writing, group exercises, role plays, lectures, debriefing, and initiative games. Part of the reason for the length of the program is to simulate the types of interactions that will take place on a trip. The challenges experienced in both the exercises and the length the workshop bring home many of the concepts we are trying to get across. Like any OA activity, making new friends is another goal which the length of time and types of interpersonal interaction encourages. By the end of the program, participants feel they have made new friends and learned a great deal.

The workshop is divided into the following general sessions:

- Philosophy of Outdoor Education
- Leadership
- Dealing with Problems
- Transferring the Experience

The following general concepts are taught during the workshop:

Situational Leadership - the idea that there is one most effective leadership style for a person or a group based on the situation. It is based on a bell curve set on a xy axis of relationship and task behaviors and the maturity of the participants regarding the task.

Teachable Moment - finding an opportunity to introduce some new knowledge or experience that "fits" with what is occurring.

Bag of tricks - everything on this page and more are part of your bag of tricks

Leader's Radar - sensing how individual participants and the group as a whole are doing both physically and emotionally. Using this assessment to decide appropriate leadership strategies.

Thaw-Shift-Refreeze - the basic model of how we change our behavior. Often it is a challenge or disequilibrium that initiates the Thaw and a supportive environment is usually required to help Refreeze the new behavior.

Challenge - challenge is often a fundamental part of the Thaw-Shift-Refreeze Cycle. A challenge occurs when there is a goal and an obstacle to overcome to reach the goal. The goal can be internal or external and the obstacle can be internal or external. If the participant attributes the locus (internal vs. external) of either the goal or obstacle incorrectly, it may lead to frustration. The person may need help seeing the situation more clearly.

The Edge - the point at which we make the shift to the new behavior in the Thaw-Shift-Refreeze cycle is known as the edge. We are at the edge of our know behavior moving into new and possibly unknown territory. This can be a period of great stress for the person both physically and emotionally (which can have safety implications in some activities). It may be necessary to do some debriefing and processing with the person right then and there.

Debriefing - a process that encourages both personal reflection and self-disclosure. It is accomplished in various ways and is an essential part of Transference.

Safe Environment - creating a "safe" emotional environment so that participants can fell comfortable telling the group if they are having problems.

Task/Relationship Roles - leadership can be broken down into specific types of behaviors. Task Behaviors are aimed at moving the group in the direction of completing a task. Relationship behaviors are aimed at fostering effective group interaction. Leaders may have strengths in one or both areas and should strive to improve their behavioral repertoire to include both. As the trip progresses, the participants may take on more of these roles as indicated by the Situational Leadership Model.

Challenge by Choice - an essential aspect of challenge is that the individual should not be forced or coerced into it. In some situations (e.g. bad weather) there is nothing we can do. But in situations where activities are voluntary people must feel the have the right to say no and not feel a loss of self-worth. This is part of creating a Safe Environment.

Setting the Tone - recognizing that the opening stages of any group are very pliable for establishing group norms. This is the time to introduce and model appropriate types of behavior. It is also the time to correct behaviors which are inappropriate before they become established norms.

Assessment - the process of using Leader's Radar to assess the current state of participants and the group and apply the Situational Leadership Model to determining the most effective leadership behavior for that situation.

Leaders as Role Models - leaders are carefully watched for signs of behavior that is appropriate or inappropriate.

Facilitator - one of the leader's primary goals is to facilitate effective group interaction and encourage personal growth.

Honesty - it is imperative that you are honest with the group at all times. There should be no hidden agendas.

Your Disability is your Opportunity - the notion that in some situations it is useful to try to turn a problem into a positive situation.

Success and Failure are not Absolutes - the idea that not achieving your stated goal is still success. If you aim to get from A-Z and get to M you have still traveled a great distance. If someone is having difficulty, you may need to help them see this.

I Language - owning your feelings rather than placing the responsibility for them on others by saying "I feel __________ when you _________."

Gender Inclusive Language - since language can have extremely subtle effects on individuals it is important to model this behavior. It will make some more comfortable and may challenge others leading to a positive Thaw-Shift-Refreeze.

Respect for Others - this is an inherent value for OA, a form of minimal impact in working with people. This means that we have to create an environment where everyone is respected. You don't have to agree with the person, but you need to respect them.

Accept the Person but Not the Behavior - the idea that if someone is exhibiting problematic behavior that you should focus on the behavior and still communicate your interest and caring for the person.

Refocus - some people in seeking reasons for why things happen some people tend to be internal attributers (assume it is something they did or didn't do) and some people are external attributers (assuming it is caused by something outside themselves). Neither is always true and often it is a combination. If someone is having difficulty, try to determine how they are making their attribution, and if it is, in fact, an appropriate assessment of the situation.

Transference - the process of transferring the new knowledge learned from the trip back to daily life and incorporating it there. Debriefing is essential to successful transference.

Recipes, basic ingredients, chefs and cooking styles - a metaphor for leadership in which the leaders are chefs. Each may have their own recipes but there are certain fundamental cooking skills which must be mastered by all.

Compensating Behavior - the notion that the initial interpretation for why someone is behaving a certain way may be incorrect. There may be another issue and the person's behavior is an attempt to compensate for a situation they find uncomfortable.

Anxiety Meter - a method of checking to see how stressed people are feeling.

Space Tolerance - the idea that each leader tolerates a certain "response space" between when s/he asks for something to be done and when, if participants don't jump in, s/he will do it herself. Leaders have different space tolerances and problems can result. Co-leaders should discuss their space tolerance before a trip and negotiate how they will deal with differences. If I have a low space tolerance, and no one steps in, I feel uncomfortable that a need is not being met and I step in. This can prevent others (leaders and participants) from taking responsibility and can lock me into one role on a trip. I may need to expand my space tolerance to create opportunities for others.

Dealing with Conflict

1. Compensation - ask yourself if the behavior you are seeing is compensation for something else. Try to identify the root issue and deal with that.
2. Accept person but you don't have to accept the behavior.
3. Quote OA Policies
4. Quickly correct inappropriate language or other problems. Don't let bad patterns get started and supported in the group.
5. Know how much to push.
6. OK for leaders to show their Edge - I'm not comfortable with unsupervised bouldering.

Group Dynamics Policies

1. No drugs or alcohol are permitted on trips. If found, they should be confiscated immediately and returned at the end of the trip.
2. Romantic relationships between leaders and participants should not start on the trip. Wait until you get back to campus.
3. Meeting other groups - avoid competition between groups. "Raiding" activities are not appropriate or permitted.
4. If you will pass through "civilization" during your trip, discuss at the beginning of your trip what level of interaction people should have with civilization. Let the group consensus decide it.

See Appendix 1 for the detailed schedule of the workshop. The schedule is based on my own short hand to remind me what comes next. I hope you can decipher some of what we are doing.

ONGOING TRAINING

In order to maintain the level of skills of OA Leaders, we have worked to incorporate a number of ongoing training opportunities.

All Leader Trips: these trips are 4-6 day backpacking trips only open to leaders. This allows the trip to be structured at a higher challenge level in terms of terrain, mileage, etc. since basic wilderness skills do not have to be taught as on a normal or Fresh Trip.

Annual CPR re-certification: Leaders are required to re-certify in CPR each year.

Leader Skills Day: This is designed to be a fun afternoon for leaders to get together and work on skills. The event consists of the following stations: groups games, map & compass, and first aid simulation. Group games is self-explanatory and just a good bonding experience for leaders. The map and compass training includes a review of basic compass skills and a short orienteering course. The first aid simulations is run by HEART first aid instructors. Some leaders are used as victims with moulage. Other leaders are rescuers and are divided into different rescue groups with 3-4 members each. One leader is assigned as triage officer and one as incident commander. The rescue teams are given first aid kits and told that there has been a terrible accident. They must locate the victims, perform patient assessment, provide treatment, prepare for transport. An extensive debriefing is performed at the end of the simulation to give teams feedback on how they performed.

Pre-Frosh Trip Training: Leaders are required to return a day and a half before the Fresh Trip Program begins. The first day a number of refresher workshops are offered which all leaders are required to attend. These include the following:

- Stove Repair
- Water Purification
- Blister Care
- Bee Sting Care
- Map & Compass
- First Aid Simulation
- Minimal Impact

Using Experiential Education to Teach Moral and Spiritual Values.

Jimmy M. Dorrell, M.A.

Although the Greek concept of "knowing" has adversely affected the moral and spiritual development of the Western culture, the Hebrew worldview of "knowing as doing" has profound implications for training participants to spiritual insights leading to responsible choices and lifestyles. Principles, experiences, and proven models will be shared.

Day: **Saturday**
Time: **1:30**

Expanded Descriptions

Using Experiential Education to Teach Moral and Spiritual Values

Jimmy spent nineteen years working among the urban poor in the U.S., Haiti, and India. As director of Cross Culture Experiences, he trains students to work among the poor and teaches classes at Baylor University.

For years, religious, youth, and student leaders have attempted to implant spiritual and moral values in young people through traditional methods of teaching. Unfortunately, many of the lessons were merely cognitively memorized and never reached the personal values of the students. Based on a Greek understanding of "knowing," the potential to affect change has had little impact on students. Yet, social psychologists have taught us through research that "doing affects knowing" as well as validating what we claim to "know." Nationally, universities have reaffirmed the need to move students back into the communities where they study to make "academia" practical. Service learning has become credible after years of neglect and colleges like Rutgers and Baylor have established civic education classes that give credit for involvement in the non-profit sector of their local communities.

In 1986, Jimmy and Janet Dorrell began a program of informal education to affect such change in the lives of high school and college students. Aware that most middle-class church groups have a distorted view of the "real" world, they created a non-profit organization called Cross Culture Experiences, Inc. to address the stark ethnocentrism. The first effort was the creation of a Poverty Simulation which forced young people to live as a poor person for a weekend. Each year over 350 students come to Waco to participate in the experience. These students are "stripped" of all but four of their possessions, given "play" welfare money, and told of the costs of various components of the weekend. Wearing thrift store clothes throughout the weekend, a battery of experiences on the streets and among the poor challenge the students to see the needs of the poor and homeless of the local community from a different angle.

As well, exposure trips are taken each year to Mexico, Haiti, and India. These trips are designed to submerge the participants into the culture of poverty. Each have varying degrees of exposure based on the age group targeted. Whether in an orphanage for disabled children in Mexico City or among a nomadic tribal group in north India or building a bathhouse and school for poor children in Haiti, each participant discovers incredible insights into his/her own makeup.

A third simulation known as a "people-group" simulation uses language, world religions, foods, customs and cultural mores to expose student groups to the need to overcome barriers in language and understanding.

All three experiential approaches have brought exciting results through the years. Each uses the primary components of experiential education including goals, stress factors, teamwork, and processing skills.

Dorrell completed a masters thesis entitled *The Use of Experiential Learning as a Change Component for Understanding Various Sub-Cultures,* showing the effect on students using these methods.

The workshop will be designed in three phases:

1. Lecture of the basic principles necessary in creating a value based experiential program, including the examples of the above methods;
2. A designed "world banquet" in which participants will be put into a simulated world population and hunger issues will be processed;
3. Question and answer period for participants.

Why needed?
The use of creative experiential models has not yet penetrated most religious and value-based programs. This model will challenge the traditional style, which appears to have diminished effect, and combines the experiential for impact. It will also give proven models to provide a sense of credibility.

Critical Resources Theme?
As described above. Also, culture appreciation and poverty issues are particularly appropriate as resource needs in our world.

Accomplish?
Motivation to participants to use creative experiential methods to teach basic spiritual and moral values. Also tangible examples and how-to's.

Goals/Specific Objectives?
a. Create interest and innovative thoughts on using experiential education in value-based teaching.
b. Have the participants experience the process to firm up the process.
c. Provide basic principles needed.

How Engage Audience?
a. Lecture
b. Experience
c. Question and answer time.

Tangible Skills?
Be able to create a successful, value-based experiential learning event.

A Second Look - Photography As An Experiential and Therapeutic Tool.

David L. Fisk, M.A., M.F.A.

This workshop will examine photographic ability to function beyond craft. By photography's very nature it is experientially based, but that can be its downfall. If used appropriately it can function as a therapeutic tool for personal growth, improve self-esteem, and interventions for individuals, family or groups. Its the processing that counts.

Day: **Saturday**
Time: **1:30**

Expanded Descriptions

Photography—A Therapeutic Tool

> When from a long distant past nothing subsists, after the people are dead, after the things are broken and scattered, still, alone, more fragile, but with more vitality, more unsubstantial, more persistent, more faithful, the small and taste of things remain poised a long time, like souls, ready to remind us, waiting and hoping for their moment, amid the ruins of all the rest; and bear unfaltering in the tiny and almost impalpable drop of their essence, the vast structure of recollection.
>
> —From Marcel Proust's "Petite Madeleine."

Photography with its salient distillations and frozen slices of time speaks to me of reminiscences much as does this passage from Proust. Their ability to extract and hold those impalpable essences is what drew me to photography and two graduate degrees in the process. It's also what draws me to want photography to play a major role in my master's thesis. For me photography speaks with more eloquence and with deeper resonance than do words. Plus, Lewis Hine once said, "If I could tell the story in words, I wouldn't need to lug a camera."

I also believe for all its power in metaphor and discerning meaning that photography is infinitely more concise than is prose. Despite this fact I will not submit 10 photographs in lieu of a paper. It is an option I did consider, however. I will instead write of my own motivations for doing photography and to provide a brief survey of how I've found photography is being used both with E/BD kids or with other groups where parallels can be drawn.

This paper began with the simple notion that I liked doing photography. I felt it was a positive experience both for me and the person photographed almost every time I entered into the process. I did photography through my entire career in social work. I was originally trained in teaching during the late 60's and early 70's. 1, like many, saw the ads about the teacher shortage and the rewards of a teaching career. I changed my focus from pre-law and business to teaching and communication Arts & Sciences. It's a change I've never regretted but there simply were no jobs when I finished by BA in '73. Too many people had apparently seen those ads. The last wave of the baby boom crashed on the beach and that was that. There were now more teachers than kids. This would actually be a great ratio, especially with E/BD kids but local governments and taxpayers weren't about to pick up that kind of tab. After applying for countless jobs with 200+ applications, I gave up and went back to my summer job of driving trucks. Good money but low on feelings of fulfillment. Friends of mine were working with the elderly in Chicago. They worked with a group called Little Brothers of the Poor. I stopped each time I'd travel through and finally made the jump. Within a month of my arrival the person doing their photography left. I borrowed money for my first 35mm camera and so my photographic sojourn began.

I took some pictures for the annual reports, posters, etc. and gradually became unhappy with my lack of technical skills. Richard Stromberg at the Jane Adams Center offered me free classes to learn more. I took what they offered but with my taste now wetted I became impatient with so little access to the darkroom. I then approached Columbia College and at first got a "no." I wrote the President, Michael Alexandorf a letter explaining that I just wanted to sit in on a class or two and use the darkrooms. I explained where I worked and why I wanted the classes. I made the "community involvement plea" and said at $100/month I couldn't afford tuition and that blocking me for all scholarships because I already had a BA just didn't seem fair. Mr. Alexandorf agreed. I got a free ride for any classes I cared to take for as long as I wanted to take them. It was wonderful! I took nearly every photo class they offered and even a couple of creative writing classes. Most of my photography for classes was done on formal subject matter independent of the old people I worked with. Photography was a release from the work.

In the seven years I stayed there I worked my way up from an assistant to the V.P. of the Board of Directors. I was head of the recruitment and educational outreach programs too. I did a slide show, annual reports, and pamphlets as needed. I was seeing more paper than people so I quit and went to graduate school on an assistantship at Purdue. I got my M.A. and then with a second assistantship got an M.F.A. at Arizona State University.

Now, being gone from my social work position at the Little Brother's of the Poor, I found my whole focus to be on portraits of the elderly with whom 1 worked. I enjoyed bringing my camera and returning as a friend, not as a social worker. If you will excuse the pun it seemed to give my visits a focus they hadn't had before. Many times they'd ask why I wanted to take their picture. I found I had many reasons. I told them Little Brothers could use the picture to explain the work they do. I told them it would help them get the funds needed for the work they do. I told them I had a class and had to take pictures. I told them I thought their stories, faces, and lives were fascinating and needed to be recorded. I told them they were beautiful. I told them I saw years of experience and grace in the wrinkles they seemed at times ashamed of. And finally, I told them I wanted a photograph to remember them by when we were apart.

The process deepened as I became more aware of what I was doing. The classes I took helped as did the natural self-explorations that were prompted by the interactions with the people. I found my relationships with people deepened even after I put away the camera. They sensed a greater commitment from me because I wanted to take their picture.

For the most part, I feel my best photographs were the ones in which I had made the greatest commitment but I have to admit I took some very good pictures of people I knew very little and talked to even less. Some people just seemed very open to the camera, me, and being photographed.

> If I were just curious, it would be very hard to say to someone, "I want to come to your house and have you talk to me and tell me the story of your life." I mean people are going to say, "You're crazy." Plus they're going to keep mighty guarded. But the camera is a kind of license. A lot of people, they want to be paid that much attention and that' s a reasonable kind *of* attention to be paid.
>
> —Diane Arbus

In the beginning of this research I naively believed that there would be lots of photography being done with special populations, including E~/BD kids. To my surprise, under each and every search I initiated. m each system at Northeastern, Loyola University and Columbia College, the monitor constantly read, "No entries found." Finally. a librarian showed me a trick called "truncation." Using this technique I found my first article or two. They were peripheral at best but it was a start and of course they had bibliographies. So, I was off and running, well walking quickly, at least.

> Severely handicapped children are not easy to work with in art, but the rewards are immense. They do need more help from the adult—not in being told what to do or how to do it—but in being understood, and being helped to articulate their unique creative strivings. It may require more energy to empathize, to understand a child who is so different from oneself....

> Art cannot give a blind child sight, a retarded child clear comprehension or a crippled child free mobility; but it can and does give a child an exciting, stimulating, and pleasurable way enjoy and explore the sensory world....
>
> It gives him a way to control, to order, to "map out" a confusing sense of his body or of his environment, of time or space—to make sense out of things through organizing them, or to organize himself in the productive activity. It gives him a way to discover and define himself through genuine choices and decisions. and creations which are uniquely his....

These quotes, though addressed to the broader grouping of "Exceptional Children," speak eloquently to the benefits E/BD kids could reap from exposure to photography and art, too.

In one study done at Tulane University. 89, 13 to 16 year old incarcerated juvenile delinquents, were given the TSCS (Tennessee Self-Concept Scale) before and after a five week, five assignment, photographic experiment. In the areas of Total Self-Concept. Self-Satisfaction and Psychological Defenses, all participants improved significantly both In comparisons to their previous scores and over the non-participating control group. This is not surprising to me but there's very little hard data out there to reinforce scientifically my suspicions.

This is a call for more research.

Myself, I'd prefer to do more photography.

One peripheral article I read on "Improving Elderly Clients' Attitudes through Photography" mentioned S. B. S.

> "Social breakdown syndrome" (SBS) in which an elderly person, labeled incompetent, is gradually shaped into the behaviors appropriate to the new, dependent, role. Previous skills drop out and soon the person functions and labels him or herself as "sick," "inadequate," "senile." The elderly are seen to be particularly susceptible to the SBS because of the drastic social reorganization they experience.

They go on to illuminate how the client's limitations are often sustained by the very environment that was supposed to help them. They stress active interventions to promote self-reliance, self-control. and to develop an internal locus of control. To this end they used photography as one intervention and achieved very promising results. It could be that the hands-on nature of photography and the feelings of accomplishment that comes with it are what triggers the successes in enlivening the group or individuals. Certainly just the increased interaction that it promotes with the assignments also helps. Either way positive results were achieved and nothing was unique to the situation with the elderly. I believe E/BD kids, especially those in restrictive settings. also experience S.B.S. It is also by contention that they could benefit In the same manner from the increased formal interactions that photographic projects would promote. Latent, dusty. social skills could be utilized. New ones could sprout.

Another of the first articles I found directly applicable to using photography with E/BD kids was by Pat Gallagher of the University of Kansas. The title of the article was "Social Skills and Photography." To my surprise much of the article was spent on developing the need for social skills training. Working with E/BD kids, I just assumed this was a given. The article says that photography was an immediate hit. She attributes this to the "macho image" photography portrays and the instant gratification students get with quick results. Probably the most important aspects though was how quickly the kids took to peer tutoring in photography, or sharing and teaching what they had learned. The other big positive was the students learning to deal with constructive critique. Many of the kids mentioned had little to no positive experiences previous to photography in regards to accepting or giving criticism in a constructive manner. This was again a great area of improvement.

The area which surprised me the most was that of photography's use in therapy. I had no idea that therapists were using photography in such a variety of ways and to such a large extent.

Some therapists had clients do family photo research. They asked them to bring in a number of photographs of their families and then through discussions of these photographs, the people included. The people missing, poses, positions, etc. they try to help the clients unearth things that may contribute positively to how they lead their lives now. Just the photo search in many cases provide rewarding as clients were given a reason to go to relatives with whom their contact may be limited and ask if they had family photographs, and who's in them and is this or that story true, etc. This process facilitated communications and self-exploration both for the clients and their relatives whether or not these relationships were good or bad, close or distant.

In family therapy interpretations and explanations of photographs were also interesting in how they differed from one person in the photograph to another.

Another use of photography in family therapy was to take photographs at the beginning and/or the end of a therapy session. Poses, positions and expressions all became points for interpreting both within an individual session, and also over the process therapy in weeks, months in even years.

One particularly rich vein for photography's use was "photo sculpting." This could be utilized in several ways but the one I found the most rich was where a family member would be asked to compose his family. That is he or she, even if they were very young, would be asked to have their family pose. The child, in this case would tell the dad where to stand and what expression to have and would proceed through the whole family. The individuals were given complete freedom and the outcomes though varied were indeed rich. Another important facet of family sculpting was the use of pictures, relics or articles of clothing to represent missing or deceased family members. A friend of mine who does family counseling told of an instance where a young child asked his mom to hold a picture of his deceased father and told his step-father to turn his back to the camera and move toward the door. It was mentioned that the use of photography on occasion yielded unrevealing stereotypical images. More often, however it opened so many doors. Attention needed to be paid not to neglect any even if they all couldn't be attended to that session.

A further surprise I found was how long photography has been used therapeutically. According to records photography was first publicly available by way of Daguerotype in 1839. In the 1850's Dr. Hugh Diamond was using photography in treating his mental patients. This is just 11 years after photography's inception.

Quite often today it is used to promote self-awareness. Positive effects are seen almost immediately as patients, even severe schizophrenics seemed to be more concerned with how they presented themselves, after viewing their photographs.

Some of the reactions of the most severe schizophrenics were very interesting. One woman looked thoughtfully at her first image then responded "interesting in a foolish way." Many expressed negative initial reactions but all were engaged in the process in some way carefully examining and reexamining their likenesses. My favorite was a woman who simply responded" I disagree."

So how would I like to utilize photography in my master's thesis?

Well' As 1 think of ways I might use photography two quotes or warnings of Susan Sontag came to mind.

> "The camera can intercede the experience and distance
> you from it. At least at the time."
>
> "Photography has done at least as much to anesthetize our
> emotions and sensibilities as it has to enliven them."

These two quotes, or guideposts, would serve as warnings of when I was off track.

I want this protect to be positive.

I want it to be positive for the kids I photograph.

I want it to be positive for their families.

I want it to be positive for me.

And I want it to be positive for people who view the photographs who know neither the people in them nor myself.

I want lives to be touched in a positive manner. those photographed, mine and those who view them.

I want people to be touched both in the process and by the product, the photograph itself.

One of the most telling descriptions of a photograph I've ever read is by Jonah Martin Edelman written in the foreword to his mother's book The Measure of Our Success, by Marian Wright Edelman.

> The 8 x 10 photograph of my parents' wedding occupies a prominent place in both the living room of my house and the recesses of my mind. A record of the pivotal event in the lives of my father and mother. It .also signifies my strikingly diverse heritage. In the middle of the nuptial scene stand my parents, with my uncles and aunts, now long since gray, and grandparents. some since gone, at their side. To my father's right, the group are Minneapolis Conservative Jews. three generations removed from Russia, one generation removed from poverty. My grandfather, stern as always, beckons me to persevere as he did. Grandpa supported his entire family from age twelve, when he peddled papers on the freezing corners of St. Paul for nickels and dimes. He exudes the satisfaction of having raised both himself and others up, but grimaces as if to tell me that the fight is far from over. To the left of my mother, the wedding participants are Black Baptists from Bennettsville, South Carolina. They stare fiercely into my eyes, urging me to carry on a tradition forged with sweat, toil, and pride in the cotton field in the pulpit.

What deep resonances emanate even from the writing about that photograph. Photographs can be equated to writing I believe. Some are brief quotes, and specific declarative sentences. Some are questions and others exclamations. But the really great photographs go beyond sentences to paragraphs, and chapters, and even short stories and complete novels. Those are the kinds of photographs I want to make. Ones that reverberate long after they're viewed and hold those precious distillations, those essences of moments and times to waft over and through our consciousness for years to come.

How I'll do this still eludes me. I still cling to the idea that I want to do portraits of the kids. Any preferences would be to photograph them in their homes, on their beds and in their rooms—environmental portraits. My next preference would be to do their family's portrait, again in their home. I feel concerned however, that these preferences are born of habits and come partially of my own desire to "take" the photograph and control. My own desire to control the process may not be the best way to proceed.

To rectify these concerns I'm considering alternative modes of working. One idea is to photograph the kid with a plain white or gray backdrop. No environment, just the kid. Another way I could involve the kids would be to have them write reactions to their photos and present them together. or tape their responses and play them at a show with the photographs Another mode of operation would be to have the plain background but have the kids use a remote control to photograph themselves. This could be done either with instruction or simply allowing them to push the button whenever they were ready and with whatever expression they chose to present. Still another possibility would be to give them a range of expressions and photograph and label each one i.e., happy, serious, sad, etc.

Any feedback or input would be appreciated.

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The article explains the need for social skills development and the outlines how photography can he used therapeutically.

Hogan, P.T. (1981). Photography in the educational setting. The Arts in Psychotherapy, 8, 1983- 199.

This paper explores photo-therapy as a treatment tool in educational settings.

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This article reports on research done by neuropsychologists on interpreting art work by the developmental disabled. It explores this with attention paid to three main brain components: the brain stem, the neo-cortex and the middle or limbic.

Miller, M.F. (1962). Responses of psychiatric patients to their photographed images. Disease of the Nervous System, 23(1), 296-298.

This article examines psychiatric patients, transactions with therapists in conjunction with their own likeness reproduced as photographs.

Onizo, M. and Onizo. S.A. (1988). Intervention through art. Academic Therapy ,4(1) . 103- 107.

This article outlines a simple, pragmatic six week, 12 session art intervention.

Ruben, A. (1978). The Family picture. Journal of Marriage and Family Counseling, 14, 25-27.

This article deals with and explains the uses of family pictures, and albums for therapeutic interventions and interpretations.

Schudson, K.R. (1975). The Simple camera in school counseling. The Personnel and Guidance Journal. pp. 225-226.

This article examines photographs use in academic counseling sessions with students.

Spire. R.H. (1973). Photographic self-image confrontation. The American Journal of Nursing. 73(7). 1207-1210.

A nurse clinician challenges the poor self-concept and distorted or disorganized self-image in patients chronically ill with schizophrenia and looks at changes photographic self-image confrontation can induce.

Focusing on the "Solution' Rather Than the "Problem": Empowering Client Change in Adventure Experiences.

Michael A. Gass, Ph. D. and H. L. (Lee) Gillis, Ph. D.

Too often we focus on the "problems" our clients bring to experiences rather than the methods of solving these problems. Based on principles of solution oriented focuses, this workshop presents theoretical principles and actual practices to enhance facilitators' processing abilities. Participants should possess facilitation experience and be prepared for activity.

Day: **Saturday**
Time: **1:30**

Expanded Descriptions

One of the greatest needs in our society is the production of functional community members. While some people progress through adolescence in a manner that results in this goal, others find varying degrees of difficulty in this process and as a result, find themselves "lost" in our society. Many times these adolescents are labeled as being "at-risk" and are predisposed to higher levels of juvenile delinquency, nonattendance in school, sexual behavior problems (e.g., teenage pregnancy), drug abuse, personal disturbances, academic under achievement, and vocational problems (Cullinan, Epstein, & Lloyd, 1983); all of which have tremendous emotional, financial, and other negative ramifications for the youth and society in general.

There is great pressure on society to find methods that will help these individuals. In the searching for solutions to this answer, it seems that there a variety of factors that contribute to the problems confronting at-risk youth. In fact, many of these factors work together to produce a negative and dysfunctional cycle where at-risk youth end up possessing a long history of failure in traditional learning/living environments. The need for integrative approaches to produce functional and healthy changes, that strives to seek integration with the youth's entire support system, often holds the answer to reversing this dysfunctional cycle.

One answer to this dilemma is the use of integrative and systemic adventure therapy approaches that prescriptively address this issue. These type of experiences can provide a rich medium for producing functional changes in the socialization of youth. Gass (1993) has identified several reasons as to why adventure experiences can produce positive changes in the social development of at-risk youth. Five of these reasons include:

(1) Action Centered Learning - One advantage of using adventure experiences with at-risk youth to produce social skills is that it turns passive learning environments into active and multi-dimensional experiences. Didactic and verbal processes, which often are the central medium of learning where most youth who are at-risk fail, are replaced in adventure programs by concrete physical actions and experiences. Social interaction become observed and holistic, involving physical, affective, and cognitive interaction.

(2) Unfamiliar Environment - As youth who are at-risk enter into traditional social settings, they often possess a strong resistance to attempt functional interactive behaviors based on past negative experiences. One of the central premises of adventure experiences is to take participants out of familiar environments and place them in situations that are new and unique. This provides an environment: (1) where youth who are at-risk possess few limitations on their success, (2) that is straightforward, presenting clear problems for participants to address and simplifying "side issues" or external stressors that complicate many of the issues confronting youth, and (3) that is a "contrast" to past experiences in order to highlight generalities in social development that tend to be overlooked by youth who are at-risk in traditional settings and gain positive perspectives on these attributes.

(3) Climate of Positive Change - As valid as passive and even other action centered learning environments are, they hold little motivation for change when dysfunctional patterns can be maintained by youth who are at-risk. Adventure experiences can provide an inherent level of motivation based on clear consequences for inappropriate social behaviors. Such consequences are not arbitrary or evaluative, but true yet neutral representations on the processes and behavior of youth who are at-risk. From this type of feedback, youth who are at-risk are presented with vivid and accurate representations of positive as well as negative behaviors. Their interpretations of these concrete and resulting behaviors; supported by peers, teachers, and family members; provides a powerful medium for interpretation and a valuable climate for change of dysfunctional behaviors.

(4) Small Group Development in a Genuine Community - Small group development is a key factor in social skill learning and often a critical element of adventure programs (Kerr and Gass, 1987). In adventure experiences, youth who are at-risk are generally placed into groups of no more than 12 so that optimal social learning can occur during adventure and other experiential activities. In small groups, conflict can arise because of the large number of individual needs, yet it is manageable due to the group's small size. Small group size also permits youth who are at-risk to achieve positive levels of independence as well as strong feelings of group consciousness. Finally, the small group allows for a healthy sense of reciprocity to occur. Here youth who are at-risk learn to offer personal strengths for the benefit of the group and seek assistance for areas of weakness. Once this feeling is established, it is again integrated into continued positive social growth.

(5) Focus on Potentialities Rather Than Pathologies - Too often youth who are at-risk come from environments where their negative behaviors have overshadowed any healthy potential for social or vocational growth. Adventure experiences focus on the potential growth of youth who are at-risk, opening new horizons in their development. This reduces negative and dysfunctional defense mechanisms and challenges youth who are at-risk to stretch their social and vocational limits and discover untapped personal resources and strengths. These empowering opportunities serve as a basis for future social development (Gass, 1985, 1991).

The Family Expedition Program model: A quality systemic approach to attaining lasting functional change with youth who are at-risk

The study of human behavior, particularly with youth who are at-risk, can be viewed from a variety of perspectives. One of the key factors of the Family Expedition Program model is the integration of two approaches (i.e., individual and systemic approaches) in attaining lasting functional change with youth who are at-risk. While designing adventure programming and other experiential activities that promote the development of self-concept, self-responsibility, and functional changes for each youth who is at-risk, the program model also incorporates systemic approaches to help reinforce and integrate these changes. For example, instead of just focusing on an adolescent's actions in the particular act of inappropriate social behaviors, staff also examine interactions of youth with other significant members in her/his life (as well as other societal influences) to determine reasons for dysfunctional behavior and potential solutions. Systemic approaches to behavior change recognize that an individual's actions cannot be understood separately from other members of their social system and that if change occurs with the youth who is at-risk, it will influence every other member of her/his social system.

Based on these philosophies, the Family Expedition Program is a nine month program designed to create positive social changes in at-risk youth. Each month is structured around one area of social skill development (e.g., communication, problem-solving, life style issues) using adventure experiences. Summer experiences include extended, multiple day experiences for youth and their peer group. Spring and fall experiences are single day experiences for youth and their families. Family experiences are augmented by a Family Enrichment Night (FEN) on a weekday night proceeding the weekend day experience. All experiences are designed to help youth and their families identify, construct, and implement solutions to problems they encounter. In this approach, the processes center around: (1) looking for what clients want (i.e., solutions) rather than what they don't want (i.e., problems), (2) looking for what is working for clients rather than what is not, and (3) if certain things are not working for clients, assist them in doing something different (Walter & Peller, 1992).

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Other processes are also used to induce functional social change with at at-risk youth. One of these techniques is the externalization of problems (White, 1989). In the following introduction, note how the topic of adolescence is likened to a "wilderness" or "series of challenges" and how it is externalized for youth, families, and program staff to work together to confront:

> *Hello and good morning!!! We'd like to welcome you to the Family Expedition Program. As I'm sure you've read about in the materials sent to you and from you meeting with the Program Coordinator, our program has been designed to include a number of fun times and adventures for you and the young adolescents in your families. As you've looked at these activities, I'm sure that many of you would agree that quite a few of them look exciting and possibly a bit challenging (note the need for a creation of a "yes" set with the families). We as a staff are looking forward to working with you in these activities in a fun and supportive manner.*
>
> *As challenging as these activities may look., I want to take just a brief bit of time before we get started with our first activities to talk to you for the staff about another type of challenge that is facing every family here... the challenge of adolescence. As I'm sure we're all well aware, becoming an adolescent in today's society is not easy. Adolescence has become a sort of "wilderness" or "series of challenges" containing multiple opportunities and dangers....choices that could lead toward good decisions or bad ones...actions that could lead to the development of a well rounded adult or one that isn't as successful as we would like.*
>
> *And that's exactly why were here, not as experts, for you are the ones that know your families best. But to provide new, exciting, and fun experiences to serve as a means for your family to have fun and maybe, just maybe learn in the process something about how your family works together when faced with challenging situations, like adolescence, where trust, cooperation, communication, sharing the load, and using family resources lead you to your goals.*
>
> *But enough of this for now... what we'd like to start with a series of activities that go over the rules of the program.*

In this introduction, not only is the program framed around the issues confronting the participating youth and families, but there is a purposeful intent to externalize issues present in order for families to join together in confronting these issues. Too often there is a tendency to "blame one another" in a family rather than work together to provide solutions for issues.

Focusing on the "Solution" Rather Than the "Problem": Empowering Client Change in Adventure Experiences

Michael Gass, Ph.D.

Day: **Saturday**
Time: **1:30**

Expanded Description

Probably one of the most critical elements of adventure activities is a facilitator's ability to help clients to process the experience (e.g., Gass, 1993; Nadler & Luckner, 1992; Schoel, Prouty, & Radcliff, 1990). Such processing often enhances the quality of the experience, directs clients to areas of functional change, and creates changes that are lasting (i.e., transferable).

In most adventure experiences, clients are often involved in a series of engaging activities that are followed by a "debriefing." In debriefing, a large degree of attention is usually placed on what clients did well, what they could have done better, and why problems occurred in the activity. Examples of such questions in this analysis often include:

- what caused are our problems?
- how can we go about finding the causes of our problem?
- what keeps the problem going or maintains it?
- who did what when things started to fall apart?
- how could we have worked harder to accomplish more?

One can see that these questions seek to resolve clients' issues by first identifying the causes of the problem and then eliminate these causes.

A different approach to producing functional change is to help clients identify, construct, and implement solutions to the problem. In this approach, the change process centers around: (1) looking for what clients want (i.e., solutions) rather than what they don't want (i.e., problems), (2) looking for what is working for clients rather than what is not, and (3) if certain things are not working for clients, assist them in doing something different (Walter & Peller, 1992).

Focusing on solutions for producing change for clients is not so much of a series of techniques, but rather a philosophical shift in approaching client issues. Several principles identified by Cade & O'Hanlon (1993) and Walter & Peller (1992) that serve as the basis for this philosophical shift include:

1. Resistance is not a useful concept.
2. Cooperation is inevitable (i.e., clients are always cooperating; they are showing us how they think change takes place. As we understand their thinking and act accordingly, cooperation is inevitable).
3. Change is inevitable (i.e, nothing is the same; change is occurring all of the time).
4. Only a small change is necessary (i.e., small change is generative; small changing leads to larger changing).
5. Clients have the strengths and resources to change (i.e., people have all they need to solve their problems).
6. Problems are unsuccessful attempts to resolve difficulties (e.g., action is necessary but not taken, action is taken when to shouldn't be, action is taken at the wrong level).
7. You do not need to know a great deal about the problem in order to solve it.
8. Clients define the goals for the treatment (the client is the expert; therapy is a goal- or solution-focused endeavor, with the client as the expert).
9. Reality is defined by the observer and the facilitator participates in co-creating the system's reality.
10. There are many ways to look at a situation, none more "correct" than others.

11. There are advantages of a positive focus (i.e., focusing on the positive, on the solution, and on the future facilitates change in the desired direction. Therefore focus on solution oriented talk rather than problem oriented talk).
12. Exceptions suggest solutions (i.e., exceptions to every problem can be created by facilitator and client, which can be used to build solutions).
13. Meaning and experience are interactionally constructed (i.e., meaning and experience are interactionally constructed. Meaning is the world or medium in which we live. We inform meaning onto our experience and it is our experience at the same time. Meaning is not imposed from without or determined from out side of ourselves. We inform our world through interaction).
14. There is a sense of recursiveness (i.e., actions and descriptions are circular)
15. There is meaning in clients' responses (i.e., the meaning of the message is in the response you receive).
16. Systemic unity - Any change in how clients describe a goal (solution) and/or what they do affects future interactions with all others involved.

What does the difference between these approaches look like in processing adventure experiences? One example can be seen in the processing technique of "scaling." Scaling is a procedure where the facilitator asks clients to evaluate their abilities on a scale. As an example, say that after completing an experience a facilitator asks the group to evaluate how they did, with a "0" representing total failure and a "10" being exceptional. In this process, the group assesses their efforts/performance as a "5." A problem focused facilitator would center attention on identifying, investigating, and eliminating those problematic elements that prevented the group from obtaining a score of 6, 7, or higher. A solution-oriented facilitator would look at those positive elements that prevented the score from being lower (e.g., a "3" or "4") and focus on building those attributes to increase the evaluative score. They also may ask the group the positive things they will be doing differently when they would receive a score of "6" or "7." This approach assists the group and facilitator in gaining a more concrete perception of the problem and possible solutions. This approach also emphasizes what clients are doing already that is useful, stressing client strengths.

Note that in solution oriented approaches, the facilitator does not ignore the problem, but places in a present, manageable and correcting perspective. The solution-oriented facilitator is also only interested in acquiring information about problem on how it pertains to creating a solution. Cade & O'Hanlon (1993) have identified some of the questions a solution-oriented facilitator may ask about a problem as being:

- when does the problem occur?
- where (location) does the problem occur?
- what is the performance of the problem?
- with whom does it occur?
- what are the exceptions of the rule of the problem?
- what does the client do differently , or what activities are prevented, because of the problem?
- what does the client do in the session that is related to the problem?
- what are the clients explanations and frames regarding the problem?
- what are the clients' or others' attempted solutions regarding the problem?
- how will we know when we get to the solution?

Another difference in solution-oriented facilitation is the process of goal setting.
With this approach, the focus is on the client's present and possible solutions, not the past and problematic behaviors. Six principles (Walter & Peller; 1992), and their criteria, key words, and sample questions, established for producing solution oriented goals include:

CRITERIA	KEY WORDS	SAMPLE QUESTIONS
1. In a positive	"Instead"	What will you be doing instead?
2. In a process form	"Howing"	How you will be doing that?
3. In the here and now	"On track"	As you leave here today, and you are on track, what will you be doing differently or saying differently to yourself?"

4. As specific as possible	"Specifically"	How specifically will you be doing this?
5. Within the client's control	"You"	What will you be doing when (meaning that the action that happens? can be started and/or maintained by the client).
6. In the client's language.	"Use the client's words"	

Samples of other questions/techniques highlighted in the workshop will include:

(1) specific sets of questions that focus on the future (e.g., "Between now and the next time we meet, we want you to observe -- so you can tell us next time -- what happens in your life that you want to have continue happening")

(2) exceptions to the problem (e.g., "When the problem is not happening, what is happening instead?")

(3) processing questions that serve to shift clients to a more positive state, having client think about those times that solution oriented patterns happen as opposed to problem patterns" (e.g., "Is there a time when the problem does not occur, or it occurs a little less often than other times?")

Risk Management and Critical Clinical/Therapeutic Incidents: What Are They and Why Are They Important to Document in Therapeutic Adventure Programs?

Sky Gray, M.S
Rita Yerkes, Ph.D.

Day: **Saturday**
Time: **1:30**

Expanded Descriptions

This workshop will address the topic of risk management and documentation of Critical, Clinical Incidents in Therapeutic Adventure Programs. A review of literature concerning this topic will be presented to the workshop participants. Definitions such as the following will be discussed:

Definition of terms:

The terms used in this workshop will be a combination of terms gathered from allied professions, as well as terms that exist in our field today.

Documentation: The supply of documentation or supporting references, the collecting, abstracting and coding of printed or written information for the future(Webster, 1986).

Clinical:
Diagnostic picture formed by observation of patients behavior or by all available assessment data.(Abnormal Psychology, seventh ed.) (It is important to note that clinical is not a place per se, but more so a process that can take place in a variety of places)

Critical clinical/therapeutic incident: an unplanned event that occurs with an individual or group that is clinical in nature, that is potentially damaging to self or others. An incident that occurs on a course that may involve one or more of the following: non-violent crisis intervention(restraint), suicidal ideation, self mutilation, psychosis, decompensation, running away, hurting self or others. This list is not comprehensive.

Critical incident: "an incident is defined as any observable human activity sufficiently complete in itself to permit inferences to be made about the person performing the act" (Cohen & Smith 1976, p.6).

For the purposes of this workshop, we will use the therapeutic/clinical incident in context with unplanned events that take place in the field, i.e. wilderness course, day treatment, multi-day therapeutic camp programs etc. That is, they are crisis oriented and are not the result of a specific treatment intervention or plan. In other words, they were not prescribed.

The critical incident as defined by Cohen and Smith, will be used to describe incidents that are critical to document because of their potential value that they may place on the event, program, treatment, intervention etc.

2.
Current information on the topic of Presentation
The quest for expanding comprehension of the impact of adventure based intervention lies at the door of program staff that conduct the courses, as they the professionals that deal with the situations in the moment. It also lies with program administrators who have to ask the hard questions about the sometimes very difficult occurrences that present themselves on courses. What might we specifically learn about the use of adventure therapy with troubled youth, sexual abuse survivors and other special need groups? Is cross-fertilization of information being shared with the field at large or are we replicating what works and more importantly what does not? Although information is exchanged during conferences and with

colleagues on formal and informal bases and through workshops at conferences & networking, the need to formalize our observations through documentation and to further research our assumptions is significant. Documentation practices varying from one program to another, but there seems to be a lacking in a formalized approach to tracking clinical incidents as it relates to the field as a whole.

It is important to note that the field of Experiential Education has done an excellent job in reporting accidents, incidents and near misses. This type of documentation has supplied practitioners and program administrators with critical information about how to safely conduct adventure based activities. This was due, in large part to the hard work of Alan Hale: The National Safety Network and Project Adventure. What were the key elements in the knowledge gained through the reporting process? First of all, the profession noted that with the proliferation of adventure based programs popping up around the country, that the profession would have to provide critical information to funding sources, insurance companies and the public in general. Secondly, upon identifying the need for a centralized conduit of information, the National Safety Network was formed for the express purpose of tracking trends of accidents, incidents and near misses. Thirdly, Alan Hale conducted numerous workshops on safety management for outdoor program leaders. Through this work, the profession was better equipped to respond to and identify where and when accidents happened, thus inform the field of preventative measures. This type of documentation has been invaluable to us. Programs form all over the country joined the National Safety Network and diligently reported information. If not for this tracking of critical information we would not know things like: that the electric fence showed the highest number of accidents in the ten year safety review of Project Adventure(Webster,1982). Nor would we know that accidents tend to happen after 2:00 p.m.(Hale, 1986).

In looking at programs risk management plan, it is as important to have clinical risk policies that include thorough documentation, as it is for them to have a physical, technical risk management plan. According to Tan and Mcdonough, through incident reporting occurrence screening and other assessment techniques, risk managers seek to identify these unexpected events and adverse outcomes that may lead to liability claims.(Tan, Mcdonough, p.136)

They also suggest that, historically, many institutional risk management programs focus almost exclusively on environmental safety issues. With a growing realization that the majority of high dollar claims are associated with clinical events, the need to tighten up clinical documentation is timely. (Tan, Madonough, p.137) While these authors are referring to the medical profession, their recommendations are certainly relevant to the adventure therapy field.

In an article on Risk Management in Psychiatry, the authors sought to examine the current practices of risk management plans. They state that, "a fresh look at the physical environment, policies, and procedures and existing patient safety mechanisms may reveal unexacted vulnerabilities such as medications in assessable locations or conflicting and outdated policies. Questioning of staff about what they would do in an emergency, such as following a serious suicide attempt, may reveal confusion over procedures and their role. (Tan, Mcdonough, p. 136) The authors point out that documentation and reporting of critical events is essential, stating that, "occurrence screens to identify adverse events and poor patient outcomes can also serve as quality indicators, and vice-versa." The appropriate documentation and screening, in peer reviews, provides valuable information for analyses and future prevention measures.(Tan, Mcdonough, pp. 136)

Due to the lack of common nomenclature and definitions of what is therapeutic/clinical in the profession, the recognition of the problem of the lack of documentation may go unaccounted for or may be misunderstood. Philosophical differences and approaches often cloud the professions' ability to clarify what is educational, recreational and or therapeutic. In any case, no matter how programs view themselves, if they are working with troubled youth, survivors of sexual abuse, or other special need populations, the need to document clinical/therapeutic incidents is still efficacious.

Unfortunately, the bureaucracy often times dictates what the documentation forms and requirements are, which adds to the already heavy load of administrative duties of both direct line staff and management. At the Santa Fe Mountain Center we were able to work with the state officials to design documentation forms that better suited the methods employed. Other programs may want to try the same approach, so that the reporting and documentation procedures are more germane to the service delivered.

The article Risk Management in Practice of Behavior Therapy addresses additional concerns in their article: Boundaries and Behaviors, and do an excellent job pointing out the reasons as to why documentation in this therapeutic approach is so important. They are as follows: Because of increased litigations towards this very directive therapeutic approach, it is essential that professionals document(Goisman, Gutteil, 1992). Based on the very nature of this type of therapy, Goisman and Gutheil state that documentation is the cornerstone of risk management(Goisman Gutheil, 1992). They also state that informed consent, adequate documentation, willingness to consult, monitoring treatment outcomes may help mitigate medicolegal risk of these procedures (Goisman, Gutheil, 1992).

It is not uncommon to find many psychiatric hospitals and adventure based programs using some type of behavior modification when working with troubled youth. This approach is respected by many professionals and can be very effective with the appropriate population. One could deduct that if the medical and mental health fields are dealing with documentation inaccuracies, then so might the adventure based counseling profession. Whether or not programs have a well defined documenting system is certainly an important review to conduct. The larger question in this workshop is, what are programs doing with information to expand the working knowledge of the field at large, and are programs documenting therapeutic/clinical incidents as they relate to adventure based methods?

Workshop Format

After the didactic piece of the workshop, we will then split into small groups where each of the participants will identify two incidents that they have encountered in the field or on a program, each group will present those incidents to the larger group. Through a collaborative effort we will discuss how programs deal with these incidents(debriefing, progress notes, clinical supervision etc.) and note trends that are occurring in the profession in regards to these events. Documentation and analyses of these occurrences will be discussed from a programmatic and risk management point of view.

Through the presentation of the aforementioned information, the presenters of this workshop will provide handouts, and suggested formats for documentation procedures. In the interest of having workshop participants glean as much as possible out of the said topic, there will be a question and answer period as well as time spent doing reflective analyses of incidents incurred by the participants. Through the use of small group discussion and interactive exercises as mentioned earlier, the audience will be engaged in a critical look at Clinical/Therapeutic incidents. Documentation, will be one vehicle in which the field further analyses and assess the incidents that occur during programs.

From Cowstails to Corporate: Regearing Adventure Training for Business Clients.

Kirk Hallowell, Ph.D., Tom Vincere, M.A., and Ashley Sweda, M.S.

Many adventure-based professionals in educational or therapeutic settings are serving the needs of business clients. This workshop is designed to help these practitioners address specific differences in working with corporate populations. Specific areas to be addressed include: theory and models, needs assessment, processing techniques, ethical considerations, and transfer of learning/follow-up issues.

Day: **Saturday**
Time: **1:30**

Expanded Description

This workshop is designed to facilitate the transition of adventure based practitioners from educational and therapeutic populations to experienced based training and development (EBTD). Adventure based education has evolved primarily from educational initiatives, and has gradually been adapted to therapeutic processes (Gillis & Gass, 1992). In recent years adventure training has been demonstrated to be an effective tool in organizational and team development (Gass, Goldman, & Priest, 1994). Many practitioners who have developed adventure based skills in educational and therapeutic settings are now finding opportunities to serve the growing market of business clients.

All adventure programmers share common interests, such as individual growth and development of participants and program safety. However, several aspects of EBTD differentiate this practice from traditional adventure programming. This workshop will consider five areas in which EBTD programming may vary from other experiential settings.

Each of the five topics will be addressed in terms of research and practices supported in the literature and the presenters' own experience. Examples of resources specific to EBTD programming and case studies will be shared. An annotated bibliography of key resources will also be supplied. Workshop participants will have an opportunity to apply learning from the workshop in structured small group activities following presentations in each of the five content areas.

Specific content areas to be addressed in this workshop include:

1. Conceptual Models
EBTD programs have several characteristics in common in providing an appropriate context for learning to transfer to the workplace (Gass, Goldman, & Priest, 1992). EBTD programs also attempt to develop continuity with existing training interventions, so that the experiential learning becomes a part of the systematic organization development activities in the workplace (Flor, 1991). In addition, these programs have concrete consequences or outcomes that provide learners with valid feedback and data regarding their actions. The presenters will offer a comprehensive model of EBTD programming based on resources in organizational development and consultation.

2. Needs Assessment
Adventure educators often anticipate the needs of program participants and define program objectives in general terms according to a specific population. EBTD programmers will find that their clients often have very specific needs and goals which they expect to have met through an adventure experience (Flor, 1991). Serving the needs of business clients is best served though a careful needs assessment process. The needs assessment model presented in this session is based on approaches used in organizational consultation practice. An effective needs assessment will define critical expectations of the client as well as inform the client concerning the potential and limitations of adventure training.

3. Processing Techniques

Facilitators of EBTD programs may use fifth generation facilitation techniques by framing the learning experiences of the participants (Priest & Gass, 1993, 1994). Here the facilitator uses the structures organizing participants' work situations to create an isomorphic metaphor as a real world context for the activity. The facilitator then processes the participants' reactions to the metaphor for the workplace. Participants will have the opportunity to practice isomorphic metaphors during the workshop.

4. Ethical Considerations

Hunt (1990) has provided the most comprehensive and thorough exploration of ethical issues in the field of experiential education. Several issues of adventure programming raised in this resource have strong implications for EBTD practice. Examples include the process of informed consent, participant rights, and secrecy. In addition, the potential conflict between facilitators' values and a corporate client's values will be explored in a challenging case study.

5. Transfer/Follow-up Issues

It has been suggested that over 80% of all knowledge and skill gained in corporate training is not applied in the work setting (Broad & Newstorm, 1992). EBTD programs attempt to facilitate the transfer of learning so that participants can apply the new skills and behaviors that they learned during the adventure experience. Successful transfer results when this learning is retained permanently (Gass & Priest, 1994).

This workshop will consider three techniques that promote transfer of learning for long term change including:

Key takeaways - a list of key concepts documented during the adventure experiences.

Team contracts - a document reached through group consensus that sets clear expectations for the team attitudes and behaviors when they return to the workplace.

Action planning - a brief plan developed in response to the adventure experience defining specific action to be taken on return to the workplace.

As an outcome of participating actively in this workshop, participants should have a foundational understanding of the unique aspects of business clients and exposure to sound practices related to EBTD practice. Additional documentation and references provided to the participants will provide directions for further inquiry and skill development.

Integrating Former enemies in a New South African Army through Experiential Team-building in a Post-Apartheid South Africa.

Chris Heunis, M.A., HED

This paper reports a genuine proposal by request of the SA Army and was presented to the Army Authorities on 23 May 1994. This case study reflects on the importance of Organizational Culture analysis as a prerequisite for team-building. A unique initiative practically demonstrates how to remedy bureaucratic behaviour, after a bureaucratic mind-set was determined as an isomorph within the existing culture.

Day: **Saturday**
Time: **1:30**

Expanded Description

1.1 Theme:	Integrating former enemies in a New South African Army through Experimental Team-building in a post-apartheid South Africa.
1.2 Case Study:	This paper reports a genuine proposal request of the SA Army and was presented to the Army Authorities on 23 May 1994. Description: This case study reflects on the importance of Organizational Culture analysis as a prerequisite for team-building. A unique initiative practically demonstrates how to remedy bureaucratic behaviour, after a bureaucratic mind-set was determined as an isomorph within the existing culture.

INTEGRATING FORMER ENEMIES IN A NEW SOUTH AFRICAN ARMY THROUGH EXPERIENTIAL TEAMBUILDING IN A POST-APARTHEID SOUTH AFRICA

"The wealth of new problems and opportunities facing managers today is the direct result of a totally **new** business environment. The environment can be summed up in two words **complexity** and **change**. More and more the global marketplace demands **global** thinking." Burdett (1989:16)

When one considers the global trend towards networking, deregulations and employee commitment the normalisation of the South African political climate finally reinforced the reality of a paradigm-shift. The challenge to optimize opportunity in an environment that is characterized by complexity and change, faces every South African citizen.

With a new Government in place, former enemies are facing one another as colleagues, in some circumstances.

With 1400 new members incorporated in the New South African Army the need arose to find a way in which a new organizational culture could be established.

> "Given the opportunity, team-building should begin at the hiring decision. Unfortunately, we don't often have this opportunity. Instead of building a team from scratch with a group of new people, we must encourage cooperation in a group of people who have previously been competitive and territorial. **It's like trying to make new bricks out of old clay. Without the essential glue "they usually crumble".**" Burdett (1989:16)

This presentation focuses on Experiential Teambuilding to integrate different organizational cultures, and create the essential "glue".

The first step in accommodating the integration process was to write a new Vision and Mission statement for the New South African Army. These statements reflect the desired culture, and values.

> "The basic underlying assumptions of the culture from which the **founders** of the organization come, will determine to a large extend the initial formulations of **care mission**, **criteria**, and **remedial strategies** . . ." Schein (1984:10)

When one uses Experiential Teambuilding to change and reinforce Organizational culture the Vision and Mission statements act as a map to guide the facilitator in developing a strategy.

> "Any **new** group has the **problem of developing shared assumptions** about the nature of the world in which it exists, how to survive in it, and how to manage and integrate internal relationships so that it can operate effectively and make life livable and comfortable for its members." Schein (1983:15)

The Vision and Mission statements "usually" reveal information that guides the pre-assessment and planning phases of the Experiential Teambuilding program. This information can be characterized as "External Survival Challenges" and "Internal Survival Challenges."

"External Survival Challenges" (ESC)
The ESC can be described as the "tangible" element that can be controlled through the management process, eg Personnel development, Incentive schemes, Management Style, Open door philosophy, Research, Entrepreneurial incentives, etc.

"Internal Survival Challenges" (ISC)
The ISC on the other hand can be described as the "intangible" elements and can also be controlled through the management process, eg Responsibility, Communication, Trust, Risk propensity, Cohesion, Recognition, Motivation, Team spirit, Dynamic Leadership, Commitment, etc.

When using this method in determining ESC and ISC one has to have knowledge about and experience in using the right "tool" or "technique", in this specific case activities. Other sources of obtaining ESC and ISC elements are, questionnaires, interviews, brainstorming, workshops and mentoring.

The Teambuilding program focuses on the ISC. Through the structural use of initiatives, games, low and high ropes elements and skilled facilitation the desired values are reinforced.

The ISC "sets the table" for the ESC to be addressed. Now that the group experienced eg trust, cooperation and interdependence, the facilitator steps back and the Project Manager, Managing Director or CEO; in this case a representative of the Personnel Division, explains the road ahead and addresses the ESC.

When one considers the number of people involved, if every member of the South African Army has to be exposed to this program, about 90,000 members, another dimension to this strategy comes to the fore.

Flor (1991), suggests that the Organization is viewed as a system, and practitioners decide in which unit change has to take place, either "small frame" (department) or a "large frame" (division/organization wide).

The goal of this project is to bring about organization wide (large frame) change through introducing predetermined "small frames" to the project.

> "The use of systems comprised of interrelated components (sub systems) in which **changes in one component** affect **all other components**." Flor (1991:27)

The transfer of change from one component (small frame) to another, was documented by Solberg (1985). The proposed **activities** to which the participants are to be introduced, have a profound impact on each participant at one or another time. This **experience**, when facilitated correctly, creates learning, and **to learn** is to **change**, according to Walter & Marks (1981).

When these experiences (**"happenings"**) are shared by colleagues, the power of **stories** to **transform organizational culture** take effect in the work environment.

> "It is suggested that the real power of an organizational ceremony lies in its transformation from an actual **happening** into a **story**." Solberg (1985)

When the participants return to the work environment the newly found culture is passed on:

> "**Stories** are powerful on passing on a culture, because they are like maps that help people know how things are done in a particular group." Solberg (1985)

One has to rely on the transformational power of **storytelling** to transform the organizational culture of 90,000 members.
The following "small frames" were identified:

- Warrant Officer Class 2 (WO 2)
- Warrant Officer Class 1 (WO 1)
- Captain
- Major
- Lt. Col.
- Col.

The above mentioned ranks comprise about 10,000 members. (Why these specific ranks were chosen is discussed in detail.)
The following aspects are discussed in detail:

- Identification of a suitable terrain
- Infrastructure
- Equipment
- A typical program. (pre-assessment and follow-up)
- Training of facilitators

This paper reports a genuine proposal by request of the SA Army and was presented to the Army Authorities on 23 May 1994.

Day: **Saturday**
Time: **1:30**

Mining the Imagination...A Mini-Workshop in Creative Thinking.

Elizabeth Jones, Performance Consultant

The most critical survival skill for the 90's and beyond is creative thinking. This two hour workshop focuses on the historically underutilized brain and teaches techniques for generating new ideas, innovative solutions, and visionary planning. Handouts guide participants in using the skills after the workshop.

Day: **Saturday**
Time: **1:30**

Expanded Description

Mining the Imagination is a 2-hour interactive presentation focusing on the idea generation aspect of creative thinking.

The goal of the workshop is to enlighten participants to the vast riches in their minds and give them tangible tools to use for opening and mining this reservoir.

Learning objectives are:

1. State the nature of the brain.
2. Describe the Alpha sub-conscious state of the brain.
3. List techniques for generating ideas.
4. Prepare the brain and body for creative thinking.
5. List various methods for generating ideas.
6. Demonstrate using ideation techniques during group brainstorming.

The facilitator, a human performance consultant, uses various accelerated learning techniques to achieve the objectives of the session. Some of these are:

*visuals
*demonstration
*simulations
*audio
*individual activities
*relevant examples
*group activities
*discussion

Participants benefit by improving their ability to explore for new ideas, find innovative solutions, and be more visionary in individual and group planning. Additionally, students, who realize the power of this process and practice the techniques, increase their confidence and peace with themselves.

Versions of creative thinking training have been delivered to corporations and professional groups all over the world by various experts in the field. It is a skill that anyone can use and has a multitude of applications.

Why is the workshop needed?

Our world is changing quickly. Most of us are experiencing major change in our work, social, and personal lives. Paradigms are shifting and megatrends for the year 2000 challenge the very roots of our existence.

To meet these challenges and thrive in the next decade, we must be able to think creatively--find new ideas, approaches, and solutions.

This workshop teaches specific techniques for generating ideas in abundance. Participants can use them alone or in a group; at work, socially, and personally.

How does the presentation relate to the theme of Critical Resource?

The brain is the single most valuable resource in the world. And, it is one of the most underutilized. This workshop teaches students how to use more of their critical resource, the brain, for finding new ideas and answers required in these changing times.

What are the ways you and the audience will know whether your purposes will be accomplished?

The facilitator checks for understanding at various points during the session. Students complete individual and group activities that validate their understanding. Additionally, during the last 30-45 minutes, participants practice using the ideation techniques with their real-life situations.

How will the facilitator engage the audience?

The facilitator is a professional presenter and uses accelerated learning methods and multi-media to capture and hold the attention of the audience. (See previous page.) Additionally, original illustrations, computer animation videos, and colorful analogies engage the audience throughout the presentation. The students are always involved at some level and are learning an immediately useful and fascinating skill.

And there's more!

This session will be fun. It's packed with adventure and imagery. Students receive innovative, easy-to-read materials. Everyone benefits, and there are no prerequisites!

Reflection Re-examined: A Hard Look at a Sacred Cow.

Clifford E. Knapp

This workshop is designed for professionals who have had a sufficient amount of experience in leading reflection sessions, but still have not clarified their preferred theory or perfected their skills to the point of satisfaction. After briefly defining the term "reflection" and examining several synonyms, we will discuss experiential learning theories and the place of reflection in various models. We will also look at John Dewey's views on the topic to establish historical perspective. Following this introduction, we will identify some key elements of effective group reflection and relate them to our knowledge base and professional skill level. As part of this personal inventory of reflection theory and practice, we will contribute to the collection of critical questions that still remain unanswered. With this data in hand, we will share perspectives on conducting reflection training for other experiential educators.

Day: Saturday
Time: 1:30

Expanded Description

Experiential educators generally accept the idea of leading reflection sessions in conjunction with the structured and unstructured experiences they facilitate. This leadership skill is essential if experiential education is to be a critical resource for the 21st century. Despite the acceptance of the concept, adventure educators have a wide variety of theoretical frameworks which guide their practices.

This workshop is designed for professionals who have had a sufficient amount of experience in leading reflection sessions, but still have not clarified their preferred theory or perfected their skills to the point of satisfaction.

After briefly defining the term "reflection" and examining several synonyms, we will discuss experiential learning theories and the place of reflection in various models. We will also look at John Dewey's views on the topic to establish historical perspective. Following this introduction, we will identify some key elements of effective group reflection and relate them to our knowledge base and professional skill level. As part of this personal inventory of reflection theory and practice, we will contribute to the collection of critical questions that still remain unanswered. With this data in hand, we will share perspectives on conducting reflection training for other experiential educators.

As a result of examining these topics through an interactive workshop format, the participants will:
1. Clarify their definition of the term "reflection."
2. Expand familiarity with models of the experiential learning cycle.
3. Identify key elements of effective group reflection leadership.
4. Conduct a personal inventory of reflection theory and practice through the compilation of critical questions about the topic.
5. Continue to develop a strategy for training others in the process of reflecting on experience.

The following handouts will be distributed as a basis for discussion:
1. John Dewey Comments on Reflection
2. Experiential Learning Models
3. Elements of Effective Group Reflection

In addition, copies of the presenter's 1992 book, Lasting Lessons: A Teacher's Guide to Reflecting on Experience (ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325) will be available for examination and/or purchase.
Fifty-word Workshop Description

Reflection is a critical component of experiential learning theory. We will examine several experiential models, noting the reflection components in each. We will identify some key elements of effective group reflection and examine their implications for improving knowledge and skills. Finally, we will share perspectives on conducting reflection training. Participants should have prior experience in leading reflection sessions.

John Dewey Comments on Reflection

From: Experience & Education (1938). New York: Collier Books

"There should be brief intervals of time for quiet reflection provided for even the young. But they are periods of genuine reflection only when they follow after times of more overt action and are used to organize what has been gained in periods of activity in which the hands and other parts of the body beside the brain are used." p. 63.

"Natural impulses and desires constitute in any case the starting point. But there is no intellectual growth without some reconstruction, some remaking, of impulses and desires in the form in which they first show themselves. This remaking involves inhibition of impulse in its first estate. The alternative to externally imposed inhibition is inhibition through an individual's own reflection and judgment. The old phrase 'stop and think' is sound psychology. For thinking is stoppage of the immediate manifestation of impulse until that impulse has been brought into connection with other possible tendencies to action so that a more comprehensive and coherent plan of activity is formed." p. 64

"Thinking is thus a postponement of immediate action, while it effect internal control of impulse through a union of observation and memory, this union being the heart of reflection." p. 64

"The formation of purposes is, then, a rather complex intellectual operation. It involved (1) observation of surrounding conditions; (2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice, and warning of those who have had a wider experience; and (3) judgment which puts together what is observed and what is recalled to see what they signify. A purpose differs from an original impulse and desire through its translation into a plan and method of action based upon foresight of the consequences of acting under given observed conditions in a certain way." p. 69

"In an educational scheme, the occurrence of a desire and impulse is not the final end. It is an occasion and a demand for the formation of a plan and method of activity. Such a plan, to repeat, can be formed only by study of conditions and by securing all relevant information. The teacher's business is to see that the occasion is taken advantage of. Since freedom resides in the operations of intelligent observation and judgment by which a purpose is developed, guidance given by the teacher to the exercise of the pupils' intelligence is an aid to freedom, not a restriction upon it." p. 71.

"But finding the material for learning within experience is only the first step. The next step is the progressive development of what is already experienced into a fuller and richer and also more organized form, a form that gradually approximates that in which subject-matter is presented to the skilled, mature person." pp. 73-74.

"It is also essential that the new objects and events be related intellectually to those of earlier experiences, and this means that there be some advance made in conscious articulation of facts and ideas. It thus becomes the office of the educator to select those things within the range of existing experience that have the promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience." p. 75.

"Failure to give constant attention to development of the intellectual content of experiences and to obtain ever-increasing organization of facts and ideas may in the end merely strengthen the tendency toward a reactionary return to intellectual and moral authoritarianism." p. 86.

"...Ideas or hypotheses are tested by the consequences which they produce when they are acted upon. This fact means that the consequences of action must be carefully and discriminatingly observed. Activity that is not checked by observation of what follows from it may be temporarily enjoyed. But intellectually it leads nowhere. It does not provide knowledge about the situations in which action occurs nor does it lead to clarification and expansion of ideas." p. 87.

"...The method of intelligence manifested in the experimental method demands keeping track of ideas, activities, and observed consequences. Keeping track is a matter of reflective review and summarizing, in which there is both discrimination and record of the significant features of a developing experience. To reflect is to look back over what has been done so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind." p. 87.

Summary of Key Ideas From Dewey to Guide Reflection

C. E. Knapp

_ Organize what has been gained in periods of activity.

_ There is no intellectual growth without some reconstruction of impulses and desires.

_ "Stop and think."

_ Connection with other possible tendencies to action so that a more comprehensive and coherent plan of activity is formed.

_ Observation of surrounding conditions of the experience.

_ Knowledge of what has happened in the past in a similar situation.

_ Judgment which puts together what is observed and what is recalled.

_ A plan for the future can be formed only by a study of conditions and by securing all relevant information.

_ Progressive development of what is already experienced into a fuller and richer and more organized form.

_ New objects and events should be related intellectually to those of earlier experiences and to further experience.

_ Attention to the development of the intellectual content of experiences.

_ Consequences of action must be carefully and discriminately observed.

_ Clarification and expansion of ideas.

_ Keeping track of ideas, activities, and observed consequences is a matter of reflective review and summarizing of significant features of a development experience.

_ To reflect is to look back over what has been done so as to extract meanings for intelligently dealing with further experiences.

A. According to Laura Joplin in "On Defining Experiential Education," (Journal of Experiential Education, Vol. 4, No. 1 (1981) pp. 17-20) experiential learning involves:

1. a focus
2. a challenging action
3. a debrief
4. a new focus--all in a context of support and feedback

B. According to Jane Szutu Permaul in "Monitoring and Supporting Experiential Learning" (Resource Paper #5, National Society for Internships and Experiential Education, Washington, DC) (1981) experiential learning involves:

1. concrete experience
2. subjected to observation and reflection
3. revealing a theory in use
4. modified to form a new espoused theory
5. followed by testing espoused theories in new situations
6. which leads to concrete experiences

C. According to Gerald Weinstein, et. al. (1978) in Education of the Self, (Amherst, MA: Mandala Publication, p. 10) experiential learning involves:

1. experiencing confrontations
2. inventorying responses
3. recognizing patterns
4. "owning the patterns"
5. considering the consequences
6. allowing of alternatives
7. making of evaluations
8. choosing; which leads to new experiencing of confrontations

D. According to Kolb, Rubin, and MacIntyre in Boud et al. (1985).Reflection: Turning Experience into Learning (NY: Nichols Publishing Co.) experiential learning involves:

1. concrete experience
2. as a basis for observation and reflection
3. which leads to theory building using abstract concepts and generalizations
4. from which new implications or hypotheses are tested in new situations

E. According to Jones and Pfeiffer (1979) in "Role Playing", (J.E.Jones & J.W. Pfeiffer (Eds.) The 1979 Annual Handbook for Group Facilitators. La Jolla, CA:University Associates, Inc.) experiential learning involves:

1. experiencing
2. publishing (making observations, feelings, etc. public in a group)
3. processing (examining emerging patterns)
4. generalizing (extracting meanings and relating them to life)
5. applying (putting implications to use in actual situations)
   (Then a new experience begins and the cycle repeats)

Elements of Effective Group Reflection

(According to Pearson & Smith[1])

1. **Defining and understanding the importance of group reflection in experienced-based learning.**
    a. What does the term "reflection" (or a synonym) mean to you?
    b. How has group reflection helped you understand and apply what you learned in other situations?

2. **Planning for opportunities to conduct reflection sessions.**
    a. When and how often should I structure reflection sessions with a group?
    b. How can I improve my planning skills?

3. **Examining the strategies and skills necessary for facilitating reflection.**
    a. What are the best strategies to use for reflecting on experiences with a group and when should I use them?
    b. How can I implement these strategies more effectively?

4. **Clarifying the intended goals and objectives of the structured activities.**
    a. How do I select structured activities (experiences) to help the group learn specific things?
    b. What are the best activities to use to achieve the desired purposes?

5. **Identifying the knowledge that actually results from the group experience.**
    a. How will I know if the group is really learning what I want them to learn?
    b. Am I flexible enough to shift the intended reflection focus if I sense that the group is dealing with other more important issues?

6. **Establishing a human community climate through effective communication.**
    a. What can I do to help the group establish open, caring, trusting, and honest communication?
    b. How much control do I really have over what happens in the group process?

C. E. Knapp, 1994

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[1] Pearson, M., & Smith, D. (1988). "Debriefing in experience-based learning," in D. Boud, et al. (Eds.) Reflection: Turni

Renaissance of Experiential Education in Russia.

Brian Kunz, Babs Baker, Bill Proudman, Dan Garvey, Harry Frank, Alexander Kamnev

This meeting presentation is open to members and interested parties who wish to learn more about , or contribute to the ongoing Renaissance project of reviving experiential education in Russia. Presentations will be made by North American Educators who have presented workshops and lectures in Russia to interested schools, organizations and educators. Both Russian and American educators will be presenting their work and enthusiasm for this project. We wish to plan the direction, emphasis, financial planning and goals of the project. All members input are appreciated.

Day: **Saturday**
Time: **1:30**

Expanded Description

This meeting presentation is open to members and interested parties who wish to learn more about , or contribute to the ongoing Renaissance project of reviving experiential education in Russia.
Presentations will be made by North American Educators who have presented workshops and lectures in Russia to interested schools, organizations and educators. Both Russian and American educators will be presenting their work and enthusiasm for this project. We wish to plan the direction, emphasis, financial planning and goals of the project. All members input are appreciated.

Goals of the project

1. To provide skills to young Russians vital to their active and effective citizenship in a democratic society, specifically the characteristics of independent thinking, creativity, trust and initiative.

2. To provide teacher training skills in experiential methodology to Russian elementary, high school and university faculties and to related professional fields, psychology, delinquency, social work and others.

3. To create an infrastructure within which these various learning processes would be most effectively carried out.

The Need for Experiential Education in Russia

Experiential education is a teaching and learning process that combines direct experience with guided reflection and analysis, engaging students both physically and emotionally. The process encourages people to work together cooperatively and develops skills in teamwork, taking initiative, accepting risks, and building trust. Such an educational focus directly conflicts with traditional Russian education which emphasizes memorization and rote learning by passive obedient students. The Russian style of education has been successful in some ways, given the limited objectives of the prior regime, but has not prepared the Russian people in any way for the dramatic political, economic and societal changes resulting from the collapse of Communism. In order to respond to these overwhelming and chaotic changes, Russians, as a society are searching for ways to encourage individual's inner capabilities. The Renaissance Project is designed for these purposes, to help the Russian people move from its totalitarian past to an open democratic society

History of the Russia Project

In the summer of 1988, eighteen environmental science students from Moscow State University accompanied by their professor, Konstantine Bourdine of the Faculty of Biology, traveled to Hanover, New Hampshire as the first group of Russians to attend classes at Dartmouth College. Dartmouth students have traveled to Russia on educational visits since the '70s. This continuing exchange, sponsored jointly by the Russian and Environmental Studies Departments of Dartmouth and the Biology Faculty of Moscow State University, gives students an opportunity to study first-hand the globally significant environmental and political changes taking place in Russia. As part of the 1988 visit the Russian visitors took part in a series of experiential education activities led by Brian Kunz, Assistant Director of Outdoor Programs at Dartmouth College. The Russians enthusiastic participation and continuing interest in this nontraditional approach to learning led to an invitation for Kunz to visit Moscow State University in 1989 to present experiential education to the Biology Faculty at the University. The infectious enthusiasm with which his ideas and methods were received led to an invitation for a longer stay. Consequently Kunz spent two months in Russia in 1990, in which he gave workshops and presentations to teachers, students and governmental officials. In 1992, a series of meetings were held between American and British experiential educators at Moscow State University. These meetings focused on the idea of creating an International Institute of Experiential Education. This included the proposed goals, structure, status, functioning and financial basis for such a project. The attached timeline gives a more detailed description of the project history.

Current Status

Russian interest in and commitment to experiential education has spanned and survived the change in political regimes and has grown stronger over the last six years of extraordinarily difficult circumstances. Profs. Konstantine Bourdine and Alexander Kamnev of MSU have remained strong advocates of experiential education and have built an influential network of educators and government officials within Russia dedicated to establishing Experiential Education Centers in Moscow and other locations in Russia. Under the leadership of Brian Kunz and Dr. Daniel Garvey, a team of dedicated North American experiential educators has been developed and has completed a series of highly successful field trips to Moscow and Barnoul, Siberia during the winter and spring of 1993. The working relationship and understanding between the Russian and North American sides continued to strengthen and mature.

Sponsorship

North America

The organizational sponsor of the project in the USA is the Association for Experiential Education, an international organization with over 2000 members, committed to the development, practice, and evaluation of experiential learning in all settings.

AEE's origins were in adventure education, but it now has a greatly expanded range, with a membership which includes educators at all levels, therapists, trainers and social workers. The binding element for this membership is the strong belief in and commitment to the power of direct and student centered learning. A.E.E. was incorporated as a 501 (c) (3) not for profit organization in 1972 and operates it's international headquarters in Boulder, Colorado; it is staffed by an executive director and five full time staff members. The accounting is managed on a cash basis, with annual financial reviews conducted by an independent auditor.

Russia

Moscow State University is the largest and most prestigious university in Russia. It has a total full time undergraduate and graduate student body of about 30,000, a faculty of about 8,000 and twenty major departments.

The MSU Faculties which are most deeply involved with and committed to the Renaissance Project are the Faculties of Biology, Psychology and Chemistry.

The Academy of Public Economics is a governmental organization whose primary responsibility is the retraining of administrative and official personnel at all levels of local government within Russia.

The Ministry of Labor of the Russian Government is responsible for employment, training and retraining of workers, the Social Security system, child welfare and the maintenance of employment statistics.

Creating Rituals with Women: Integrating Significant Experiences.

Angie Prescott and Nancy Woodward

This workshop will explore different ways of personalizing the content of Experiential Education, and as such is not limited to women. We choose to focus on women because we sometimes notice in this field an emphasis on a masculine way of interacting with our environment which is both active and goal-oriented. While people do learn and grow from achievements in these settings, we have observed that giving participants time to reflect on their truth after an intense course/workshop, giving ritual form to that truth, sharing those forms as a group, and creating an event out of the individual pieces, enriches each person's growth and deepens the understanding of the experience.

Day: **Saturday**
Time: **1:30**

Expanded Description

This workshop will explore different ways of personalizing the content of Experiential Education and as such is not limited to women. We choose to focus on women because we sometimes notice in this field an emphasis on a masculine way of interacting with our environment which is both active and goal-oriented. While people do learn and grow from achievements in these settings, we have observed that giving participants time to reflect on their truth after an intense course/workshop, giving ritual form to that truth, sharing those forms as a group, and creating an event out of the individual pieces, enriches each person's growth and deepens the understanding of the experience.

To use rockclimbing as an example: We are confronted by our fears, stretch our limits, and need to trust our belayers. In order to symbolically commemorate these experiences, participants can write down their fears then watch those papers burn away/be released in the flames of a fire. Alternatively, each can make and decorate a face mask to represent transformation in a new trusting or powerful outward appearance. Or again, we can chose an object to symbolize our truth or express it through song, dance or the retelling of our story in the circle where attention is held to our words through the passing of a talking stick or accented by drumming.

All such deliberate sounds, objects, artistic expressions, and gestures integrate the original experience. These tools of a ritual must be carefully chosen for their significance to the individual and group. We use candles for clarity, dried herbal "smudges" for cleansing, colours as symbols, and the elements of fire, water, earth, and air (sounds/smells) to symbolize intuition, feelings, body, and mind. We coordinators must clearly state the purpose of the ritual, decide what needs to be done, what words spoken and order followed. The participants must know what to bring, what they are expected to do, and be reminded to look for signs of integration (a carry over into daily life) in the days after the ritual. Thus we create a conscious ritual.

Conscious ritual is a powerful tool for coping with the changing world because ritual gives us a very personal space in which to reflect and a way to incorporate the new while reaffirming what we value from our past. When we also address the transitions in our lives (moving, new job, marriage, losses, and gains) in this disjointed world we can reclaim our connection to ourselves and others and maintain a sense of balance.

For this 2 hour workshop we would like to limit the group to a maximum of 30 because it will be highly interactive. Each participant is asked to bring something to the workshop that represents a resource that they expect to help them stay balanced into the next century. This can be symbolized by a small expendable object/picture, or short poem/song/dance which they will share with the group as we create our own ritual. Then we will discuss how to incorporate ritual into our work and home lives.

We will need a quiet, empty space where a candle won't set off the fire alarm! We prefer the option of taking the group outside if the weather permits and a secluded space is available.

Resources:

Otto van der Hart, Rituals in Psychotherapy
Joseph Campbell, Myths to Live By
Beck and Metrick, The Art of Ritual
Diane Stein, Casting the Circle
Sir James George Frazier, The Golden Bough
Pauline Campenelli, Wheel of the Year

Word Summary:

Through sharing our experiences in creating rituals around themes of change, empowerment, and connection we will explore ways to personalize the content of experiential education specifically for but not limited to women. We will also discuss how ceremony adds depth to our work and home lives. Please come prepared to participate in a ritual by bringing a small expendable object or expressive form (poem/song/picture/dance) symbolizing a resource you expect will keep you balanced and connected to yourself into the next century.

Using Newletters and Publications as a Tool and Resource to Strengthen our Association Bonds.

Pia Renton, Tom Zierk, and Chuck Luckmann

This workshop explores how to make the best use of printed materials to meet state goals. It includes: goals and objectives of newsletters, resources and support available to members, and practical information on making newsletters capture (and keep) readers' attention. Bring your questions and newsletters to share!

Day: **Saturday**
Time: **1:30**

Expanded Description

AEE members, in conjunction with the Publications Manager and AEE staff, play a key role in supporting the quality and consistency of newsletters and printed materials distributed by AEE. The following are issues that will be addressed in this workshop:

What resources and support are available to PG's, Regions, and members in meeting the goals and objectives of their particualr newsletters? How can individuals responsible for newsletter / printed materials coordinate with the AEE International Office as a way of supporting the whole? How do we ensure that our members receive important information in the clearest, most interesting way possible? What minimal guidelines could be generated to ensure that all printed materials exhibit quality and consistency in promoting the overall mission and message of AEE? What are some concems of and obstacles encountered by editors producing newsletters and printed materials? What are the long-range goals of our publications?

The format will include conversations geared to addressing the above topics as well as an informal, hands-on presentation with helpful tips on producing attractive, engaging, high-quality newsletters. We will share our newsletters and our "stories." Participants are encouraged to bring examples of their newsletters and come prepared to ask questions.

Target

AEE members who are responsible for PG and Region newsletters. Open to anyone else wanting some tips on improving their own newsletter copy or on producing a newsletter.

Books and related material have and will continue to play an important role in the field of Adventure and Experiential Education. They have the ability to disseminate information on virtually every topic and concern to the widest audience possible. In fact, the audience for books is limited only by our ability to reach them. But even with limited marketing and distribution capabilities, books have been the most widely traveled ambassadors in the field. They have reached across countries and cultures and brought in countless inquires regarding Experiential Education.

For many years AEE and Project Adventure published the vast majority of titles for the field. Several years ago, Kendall/Hunt Publishing, from Dubuque, Iowa recognized that there was an opportunity for a larger publishing effort and began to publish books for AEE and PA and also as separate Kendall/Hunt titles. A number of books on experiential techniques have also appeared from other publishers, primarily for the business management field. This flurry of interest has brought out many new titles and further broadened the scope of subject matter. It has also opened up many opportunities for new ideas and authors to get involved.

So what's next? Are there any good ideas left? Where is the next great idea going to come from and who will have it? Who will publish it?

From the perspectives of each organization, the presenters will explain and discuss how to go about presenting a new idea to a prospective publisher, how to contact a publisher, what material they will want to see, what material you will be responsible for, and what criteria the publisher might use in making a decision on your proposal. We will discuss the writing process from the perspective of each organization and what happens to your book after publication.

We may briefly explore how new technologies might play a larger role in the dissemination of information – videos, and interactive material for example.

We will also attempt to explain the current working relationship between AEE, Project Adventure and Kendall/Hunt publishing. We will explain how this relationship come about and where we see it going. Different types of books will most likely be of more interest to one of the three publishers and we will try to give the workshop audience some idea where each publisher's interests will lie.

The format will be a presentation by the panel followed by a participatory discussion including questions and answers. We will try to include some experiential activities to stimulate ideas and discussion.

Out of the Closet and Into Your Hearts – How to be an Ally to Sexual Minority Youth.

Lisa Rogers, LMSW, and Marilyn Levin

During this workshop we hope to 1. educate participants about myths and misconceptions surrounding the issue of homosexuality, 2. assist participants in examining their own level of homophobia and heterosexism, 3. assist participants in evaluating their personal and their organization's professional sensitivity to the issues of sexual minority youth, and 4. help participants to develop, and make a commitment to a personal and organizational plan of action on being an ally to sexual minority youth. Oh yeah, and have a little fun while learning!

Day: **Saturday**
Time: **1:30**

Expanded Description

Marilyn has 3 years experience in Adventure Based Counseling with youth-at-risk and adjudicated youth. She is currently in an MSSW student at The University of Wisconsin-Milwaukee and a Youth Counselor with the SPRITE Program (an ABC program serving adjudicated girls).

Lisa Rogers has her LMSW from the University of Texas-Austin. She has been Program Coordinator for Out Youth Austin for the last four years. Out Youth Austin is a University YWCA program that provides support and resources to sexual minority youth in central Texas. Out Youth also provides a toll free hotline to youth across the country.

Do you realize that if you work with youth you are inevitably working with lesbian, gay, bisexual and transgender youth? Are you well informed on the issues and problems facing these youth? Are you aware that there are simple ways in which you can make a positive difference in the lives of these youth?

If you are interested in becoming an effective ally to the sexual minority youth that you work with, you will benefit from attending this workshop. Using experiential activities, didactic presentations and group discussions, the presenters and sexual minority youth from Out Youth Austin will help you explore ways in which you can support and empower the sexual minority youth that you are working with (even if you are unaware of their orientation).

During this workshop we hope to: 1) educate participants about myths and misconceptions surrounding the issue of homosexuality, 2) assists participant in examining their own level of homophobia and heterosexism, 3) assist participants in evaluating their personal and their organization's professional sensitivity to the issues of sexual minority youth, and 4) help participants to develop, and make a commitment to, a personal and organizational plan of action on being an ally to sexual minority youth. Oh yeah, and have a little fun while learning!

Below is a list of resources that you should find very helpful.

Out Youth Austin
2330 Guadalupe
Austin, Texas 78705
512-472-9264
Youth Helpline: 1-800-96YOUTH

Hetrick-Martin Institute for
the Protection of Lesbian
and Gay Youth
401 West Street
New York, NY 10014
212-633-8920
212-633-8928 TTY for the deaf

PFLAG (Parents & Friends of
Lesbians and Gays
P. O. Box 2705
Washington, DC 20038
202-638-4200

American Friends Service
Committee
Director LGB Youth Project
1501 Cherry Street
Philadelphia, PA 19102
215-241-7000

The following pages contain handouts that will be used in the workshop. These are excellent to use for your personal and professional self assessment and as educational tools for colleagues and youth.

The Heterosexual Questionnaire

1. What do you think caused your heterosexuality?
2. When did you decide you were heterosexual?
3. Is it possible that you heterosexuality is just a phase that you may grow out of?
4. Is it possible that your heterosexuality stems from a neurotic fear of others of the same sex?
5. If you have never slept with a person of the same sex, is it possible that all you need is a good lesbian/gay lover?
6. Do your parents know that you are straight? Do you friends and/or roommates know?
7. Why do you insist on flaunting your heterosexuality? Can't you just be who you are and keep it quiet?
8. Why do heterosexuals place so much emphasis on sex?
9. Why do heterosexuals feel so compelled to introduce other into their lifestyle?
10. A disproportionate majority of child molesters are heterosexual men. Do you consider it safe to expose children to heterosexual male teacher, social workers, foster parents, etc.?
11. Just what do men and women do in bed together? How can they truly know how to please each other, being so anatomically different?
12. Even with all the societal support marriage receives, the divorce rate increases each year. Why are there so few stable relationships between heterosexuals?
13. Statistics show that lesbians have the lowest incidence of sexually transmitted disease. Is it really safe for a woman to maintain a heterosexual lifestyle and run the risk of disease and unwanted pregnancy?
14. How can you expect to become a whole person if you limit yourself to compulsive, exclusive heterosexuality?
15. Considering the menace of over-population, how could the human race survive if everyone were heterosexual?
16. Could you trust a heterosexual therapist to be objective? Don't you feel that s/he might be inclined to influence you in the direction of his or her own learnings?
17. There seem to be very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to. Have you considered trying aversion therapies?
18. Would you want you child to be heterosexual knowing the problems s/he would face?

Below are listed four negative homophobic attitudes and four positive attitudes toward gay, lesbian and bisexual relationships and/or people.

HOMOPHOBIC LEVELS OF ATTITUDE

Repulsion

Homosexuality is seen as a "crime against nature." Homosexuals are sick, crazy, immoral, sinful, wicked, etc., and anything is justified to change them (e.g. prison, hospitalization, behavior therapy including shock treatment).

Pity

Heterosexual chauvinism. Heterosexuality is more mature and certainly to be preferred. Any possibility of becoming straight should be reinforced and those who seem to be born "that way" should be pitied, "the poor dear."

Tolerance

Homosexuality is just a phase of adolescent development that many people go through and most people "grow out of it." Thus, lesbians, gays and bisexuals are less mature than straights and should be treated with the protectiveness and indulgence one used with a child. Gays, lesbians and bisexuals should not be given position of authority because they are still working through adolescent behaviors.

Acceptance

Still implies that there is something to accept, characterized by such statements as, "You're not a gay to me, you're a person", "What you do in bed is your own business", "That's fine as long as you don't flaunt it" ("flaunt" usually means to say or do anything that makes people aware). Denies social and legal realities. 84% of people believe being lesbian, gay or bisexual is obscene and vulgar and 70% still believe it is wrong even between consenting adults. Ignores the pain of invisibility and the stress of closet behavior.

POSITIVE LEVELS OF ATTITUDE

Support

Basic approach of the American Civil Liberties Union (ACLU). Work to safeguard the rights of lesbians, gays and bisexuals. Such people may be uncomfortable themselves, but they are aware of the social climate and the irrational unfairness.

Admiration

Acknowledges approach that being lesbian/gay/bisexual in our society takes strength. Such people are willing to truly look at themselves and work on their own homophobic attitudes.

Appreciation

Value the diversity of people and see gay/lesbian/bisexuals as a valid part of that diversity. These people are willing to combat homophobia in themselves and in others.

Nurturance

Assume that lesbians, bisexuals and gays are indispensable in our society. They view all homosexuals with genuine affection and delight and are willing to be open advocates.

WHAT INDIVIDUALS CAN DO TO MAKE LESBIANS, GAYS, AND BISEXUALS FEEL MORE COMFORTABLE AT SCHOOL

1. Say the words everyday – lesbian, gay, bisexual – in a positive way – stop the invisibility.
2. Make your language inclusive, e.g., use partner, lover, significant other, family unit, etc., in place of or in addition to boyfriend, girlfriend, wife, husband, ect.
3. Interrupt anti-gay jokes, comments, actions, behavior, etc.
4. Have books, magazines, and newspapers on your bookshelves, in offices, in common areas, etc. by, for, and about lesbians, gays, and bisexuals (hereafter known as LesBiGays collectively).
5. Display posters on bulletin boards, in hallways, in common areas, etc., announcing LesBiGay events.
6. Wear a LesBiGay positive button occasionally,e.g.,"Straight but not narrow" or "Homophobia is a social disease" or a pink triangle.
7. Include LesBiGays across the curriculum, in every subject, in texts you choose, syllabii, assignments, etc.
8. Write an article about this presentation for the school newspaper, parents' newsletter, alumni news, etc.
9. Report on/Speak about this presentation in class, in department meetings, in faculty meetings, etc.
10. Include LesBiGays speakers for assemblies, classes, workshops, professional development sessions, parent and alumni meetings, and other events.
11. Show LesBiGay positive movies, videos, etc.
12. Consider sexual orientation as an asset and as "diversity" when planning trainings, selecting colleagues, preparing memos, invitations, courses, etc.
13. Don't assume everyone is heterosexual.
14. Don't assume someone who 'looks gay' or 'looks butch' is therefore gay or lesbian.
15. Don't assume 'macho males' or 'feminine females' are straight.
16. Again, just say the words -lesbian, gay, bisexual - everyday - in a positive way.

Wilderness as Educational Resource: Searching for the Pristine.

Constance Russell and Anne Bell

Together, we will trace the cultural and historical specificity of the concepts of "pristine" and "wilderness" then will explore educational implications, particularly the use of wilderness tourism as environmental education and the emphasis outdoor education places on taking students out of urban settings into "real" nature. No previous background expected.

Day: Saturday
Time: 1:30

Expanded Description

Wilderness is often cited by experiential outdoor and environmental educators as an important teaching and learning resource. For example, John Miles writes that

> . . . to understand a wild and natural place, one must travel there and watch the sun rise, listen to the silence, and gaze over nature largely unaffected by human enterprise. Doing this, students will understand what the words "wild" and "nature" mean. (1991, p.5)

Such an approach to wilderness as a learning place is a common one and epitomizes the Western myth of the "pristine," where wild nature is seen as the representation or embodiment of that which has been unspoiled or unmodified by the modern human industrial project. Although we ourselves often talk of (and use) wilderness in this way, we think that this concept is problematic.

First, such valuing of wilderness may support the development of an addictive and eventually destructive search for pristine wilderness experience. For example, anthropologist John Urry suggests that wilderness users tend to want to "enjoy the unspoiled view before the crowds get there" and desire "solitude, privacy, and a semi-spiritual relationship with the object of the gaze." Once the crowds do begin to arrive, the "perceptual carrying capacity" is exceeded and they move on to ever wilder areas. (1990, pp. 42, 45) This addiction can put tremendous pressures on wild nature. For example, historian Gerald Killan writes of the insatiable desire Canadians have for parks (1992) and Roderick Nash notes that wilderness "currently enjoys widespread and growing popularity. Indeed its preservation is not threatened as much from enthusiastic visitors as from economic development." (1982, p. xi)

Second, the concept of pristine wilderness may reinforce the dualism between humanity and nature. Given that many of us spend much of our time in urban areas, does our understanding of wilderness as the only "real" nature negate our daily lived experience? Are we saying that there is no place for wild nature within urban environments? Are we thus reinforcing the human/nature split? Jean-Marc Daigle writes that

> . . . to believe that nature can be known only outside of the city, in entirely natural environments or in wilderness, fuels the misconception that cities exist outside of nature . . . [People] must learn to see and know nature in all of its manifestations, in commonplace and seemingly insignificant embodiments. (1990, p.11)

The goal of this workshop then is to begin to unpack the meaning of "pristine" and wilderness" and examine the implications these concepts have for experiential environmental and outdoor education. We feel that it is paramount that we consider these issues if we are truly going to connect education to environmental needs.

This workshop would be of most benefit to those participants who already use wilderness as an educational resource. Others are, of course, welcome.

Workshop Outline (2 hour)

Our Perspectives: Lecture and Story-telling (25 minutes)

We will trace the cultural and historical specificity of the concept of the pristine through a brief review of academic literature on the issue and through sharing of our own experiences.

Fish/Rock/Stream Activity (Introduction: 5 minutes)

On a large blackboard or sheet of paper, we will draw a stream divided into three currents which represent domains of understanding and action: personal, community, and global. Participants will be given paper fish and rocks on which to write; in a nutshell, the fish represent possibilities and the rocks represent constraints. Rocks (constraints) can suggest fish (possibilities) which can in turn suggest rocks (constraint), and so on. This process is essentially open-ended and invites a critical probing of root problems and an ongoing evaluation of proposed solutions. (Indeed, rocks may be fish from a different perspective.)

We shall use our experiences of ecotourism as a case study to introduce and clarify this activity. (Some of the issues have been identified in Russell, 1994). This activity will be used throughout the workshop as a visualization of the issue discussed.

Your Perspectives: Small Group Work (20 minutes)

In small groups, participants will be asked to share their experiences of wilderness as an educational resource. Questions to be considered could include:

- Why do you personally use or seek out wilderness?
- What are the educational benefits of wilderness?
- How do you (or your students) feel when other people are present? Does it diminish the experience?
- Have you seen changes in the areas you visit?
- Do you (or your students) continually seek out ever wilder areas?
- What are the impacts on the Earth and other animals of using wilderness as a learning resource?

Plenary (15 minutes)

Using the Fish/Rock/Stream activity, participants will be asked to present a synopsis of their discussion to the whole group.

Reflections on Urban Nature: Outside (25 minutes)

Moving outside, we will use this time to reflect as a group on the implications for urban nature of viewing wilderness as the epitome of nature experience.

Concluding Discussion (20 minutes)

As a group, we shall reflect on issues raised throughout the workshop. Using the Fish/Rock/Stream activity, it is hoped that we may identify ways of sustainably using a variety of wild nature experiences as educational resources.

Evaluations (10 minutes)

In addition to the conference evaluations, we would like participants to fill out our own (short) evaluation; frank responses will greatly help us in planning further workshops. As well, any suggestions for adapting this workshop to other age and interest groups would be greatly appreciated.

References

Daigle, J.M. (1990). Towards an urban ecological consciousness: Experiencing wild places in the city. *Undercurrents*, 2, 9-17.

Killan, G. (1992). Ontario's provincial parks, 1893–1993: We make progress in jumps. In L. Labatt & B. Littlejohn (Eds.), *Ontario's parks and wilderness: Islands of hope*. Willowdale, Ontario: Firefly Books.

Miles, J.C. (1991). Teaching in wilderness. *Journal of Environmental Education*, 22(4), 5–9.

Nash, R. (1982). *Wilderness and the American mind.* New Haven: Yale University.

Russell, C. (1994). Ecotourism as experiential environmental education? *Journal of Experiential Education*, 17(1), in press.

Urry, J. (1990). *The tourist gaze: Leisure and travel in contemporary societies.* London: Sage.

Beyond Personal Empowerment: Improving Organizational Skills for Peak Performance.

Frank M. Sanders, MA
James A. Schmidt, MSW

The workshop will present a goal oriented, value based program designed to help organizations move beyond the quality levels of personal empowerment. The design facilitates achievement of higher levels of quality products and services through team skills development. Participants will experience group initiatives that are incorporated into team building and team maintenance. Debriefing and processing will focus on metaphors and isomorphic application to organizational life. Dress should be for active involvement.

Day: **Saturday**
Time: **1:30**

Expanded Description

The workshop will present a goal oriented, value based program designed to help organizations move beyond the quality levels of personal empowerment. The design facilitates achievement of higher levels of quality products and services through team skills development. Participants will experience group initiatives that are incorporated into team building and team maintenance. Debriefing and processing will focus on metaphors and isomorphic application to organizational life.

Workshop participants will learn components of successful team building programs. They will be exposed to needs assessment, program design, sequencing of initiatives, and facilitator techniques. The model presented is a value based system which incorporates Quality, Uniqueness and diversity, Empowerment and energy, Synergy, Trust and truthfulness (QUEST Model).

The program design facilitates higher levels of quality improvement and total quality management through team skills development, supportive interactions and personal leadership enhancement.

The Peer Review and Accreditation Process.

Jed Williamson, M.Ed.

To provide participants with a clear understanding of how Peer Reviews and the Accreditation Process works.

Day: **Saturday**
Time: **1:30**

Expanded Description

Until 1974, when the Association for Experiential Education was officially registered, there was little talk about accreditation, and only one or two organizations had discussed certification. There were only a few programs that ran multiple day trips within the boundaries of federal lands. About 1967, the first instructor manuals for adventure programs appeared, and there was considerable inconsistency - even within systems like Outward Bound - as to what equipment and techniques should be used, especially for "adventure" activities such as climbing and white water. As the number of organizations incorporating adventure elements have proliferated and access to public lands has come under greater scrutiny, discussions - often heated discussions - on the topics of accreditation and certification have taken place in a variety of forums, including conferences and publications. Organizational members (now over 400) and the Board of AEE finally came to agree in the late seventies that we at least needed to help providers out by pulling all the instructor manuals we could find together to find consistent threads. This resulted in publishing the first edition of *Accepted Peer Practices in Adventure Programming* in 1984, followed by two editions of *Common Practices in Adventure Programming* in 1985 and 1987, and then a recent fourth edition called *Safety Practices in Adventure Programming.*

By the late eighties, AEE polled the organizational membership and found overwhelming support (84%) for developing an accreditation program. It was generally agreed that accrediting programs rather than certifying individuals was the route to go.

The early discussions of certification drew concern for all the right reasons. First, there was the possibility that one organization would
page two

monopolize the process. Then there was the problem of the tremendous variety of "classrooms," even within the same activity. Unlike a school building and a set curriculum, an outdoor activity such as climbing might take place above timberline, or in a dessert, or in winter, etc. And different levels of skill are required among the different programs. So it has remained, and we believe should continue to remain, the individual program's job to "certify" its own instructors. This will likely include requiring them to engage in courses that result in specific certifications, such as Emergency Medical Technician.

Goals for Accreditation

The purposes of accreditation have been clearly put forth to help programs understand the reasons behind the process, and the results that could be expected:

- To foster excellence through the development of criteria and standards for assessing program effectiveness;
- To encourage improvement of programs and organization;
- To assure clients, agencies, and the custodians of public lands that a program a) has clearly defined and appropriate objectives; b) maintains conditions under which their achievement can reasonably be expected; and c) appears to be attaining both;
- To interest insurance carriers in reducing premiums charged for liability coverage.

A Program of Accreditation

The Association for Experiential education's *Manual of Accreditation Standards for Adventure Programs* was completed by September 1994. In addition to addressing technical skills, there is a chapter devoted to philosophical, educational, and ethical concerns, and another on environmental, emergency and cultural issues. A Program Accreditation Services Manager was brought on in
page three

November of 1993. Potential reviewers and the first programs to go through the accreditation process were identified by February, and now the program is under way. Ten Organizational Members are undergoing the process.

The AEE Program Accreditation Services' task is to engage any programs that incorporate adventure activities the accreditation process. Here are the stages:

1. **Self Assessment and Documentation Stage.** A program joins the AEE as an Organizational Member, reads the *Manual of Accreditation Standards* and decides it is ready to have the AEE-PAS engage in a review. It fulfills the prerequisites of:

    a) contacting the PAS Manager with a letter of request for a review;

    b) following the response from the PAS Manager that provides a budget, timetable, and request for appropriate paper work, the program forwards the required documentation and registration fee;

2. **Verification Stage.** Assuming the documentation is in order, a team of Reviewers, consisting of from two to four members (depending upon the size and scope of the program) is assembled for the on site visit. Reviewers will conduct appropriate interviews, inspect related equipment and activity sites, and observe activities as necessary.

3. **Follow-up Stage.** The Team Leader of the Review Team will provide the report card and a written report to the PAS Review Committee, who will then make a recommendation to the AEE Executive Board as to whether the program should receive *full, conditional*, or *no accreditation.* If there is a dispute between the program and the recommendation of the PAS Review Committee, the PAS Advisory Board and a representative from the Executive Committee will act as a page four

Grievance Committee. (Programs will agree in advance to use the grievance procedure as the court of last resort, so that all disputes will be settled in this manner.)

Conclusion

The AEE joins a number of professional organizations that have the same goals for accreditation. Because of the focus on apparent and perceived high risk activities, it fills a niche that has not been addressed. Because the process also examines philosophical, ethical, and educational concerns, it thereby also scrutinizes two key issues of interest to land mangers and educators: environmental and cultural impacts.

Experiential Education, Traditional Education, and Adventure Education: How They Are Alike and How They Differ.

Scott Wurdinger, Ph.D.

Experiential education, traditional education, and adventure education are distinctly different, yet they all have similarities. This workshop will examine how these forms of education differ. We will look at different learning theories and discuss crucial ingredients necessary to promote effective learning. We will also look at how different terms such as experiential education, adventure education, outdoor education, adventure based experiential education, and experience based education tend to confuse rather than clarify our field.

Day: **Saturday**
Time: **1:30**

Expanded Description

What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out just what education is and what conditions have to be satisfied in order that education may be a reality and not a name or a slogan. (Dewey, 1938, p.90,91).

In 1938 Dewey wrote an influential book titled "Experience and Education." In it he argues for an educational process that includes both theory and practice. He also argues that the prefixes placed in front of the term "education" can actually inhibit our thinking. Progressive and traditional education were two opposing camps that Dewey tried to synthesize. He suggests that by taking positive aspects from each, leads to a more effective philosophy of education.

Today the field of experiential education continues to struggle with this same problem. Experiential educators lay claims to the experiential learning process, yet often fail to realize the importance of traditional methodologies. The purpose of this workshop is to clarify and discuss the differences between experiential, traditional, and adventure education.

According to Gager(1982) the differences between experiential education and traditional education are as follows:

> Classroom learning usually begins with the dispensing of a particular body of information (via book, film, or lecture). This information is then meant to be organized and assimilated by the student and finally 'learned' when it is actually applied through action. Experiential learning takes just the reverse track. The learner is presented with the opportunity to carry out an action and see the effects of that action. From this base, general concepts and principles are generated (p.31).

Educators, who hold fast to experiential methodologies, often use the traditional approach. For example, when adventure educators who lay claims to the experiential approach, teach skills such as mountaineering, canoeing, and cross country skiing they have no choice but to use the traditional approach because students must know certain information in order to apply these skills. When teaching rock climbing, instructors must first explain equipment use, belay procedures, and safety precautions, and then allow students to apply this theory by actually climbing some rock. This suggests that experiential approaches may be based on the principles of traditional rather than experiential education. One of the reasons why the traditional approach is so effective when used in teaching adventure activities is because students immediately apply what they hear. Unfortunately, the traditional approach may not be as effective in formal classroom settings because the process often does not reach the last step which is application. Little (1981) describes this limitation as follows:

> Students describe these limitations in reporting that they know something but do not understand its applicability or how to apply it. Employers express it in their primary criticism

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> of college graduates that students know a lot but cannot do anything–obviously a case of incomplete learning (p. 10).

To ensure that the learning cycle is completed, experiential educators should be able to explain why theory and practice are crucial ingredients to the learning process, and demonstrate how the two are being utilized in their activities. They should understand why both action and reflection are necessary, and understand how this process might apply to other areas of life such as home, school, work activities, and interpersonal relationships.

Experiential educators need to be aware that they not only use the traditional education approach, but that when carried through to its end, is extremely effective. In many ways experiential education is a misnomer because it is actually traditional education at its finest. When prefixes are placed on the term education it implies not only that there are different types of education, but that one may be more effective than another. It is the author's belief that both experiential and traditional education are effective as long as both theory and practice are included in the learning process.

When learning lacks a theoretical connection between the experience, and how that experience might be applied to other similar experiences, learning may go awry. Likewise, when students are given theoretical concepts without the opportunity to apply them, the learning process does not reach completion. These situations lead to frustration and lower one's level of motivation (Coleman, 1976). Therefore, experiential educators should work towards incorporating both theory and practice into their learning environments. Dewey (1938) sums this idea up as follows:

> I do not wish to close, however, without recording my firm belief that the fundamental issue is not of new versus old education nor of progressive against traditional education but a question of what anything whatever must be to be worthy of the name education (p. 90).

How do experiential education and adventure education differ? It appears that there may be some confusion between these two fields due to the fact that the Association for Experiential Education (AEE) contains a large constituency of adventure educators. AEE hosts several regional conferences and one international conference each year, and since there are numerous adventure programs affiliated with this association, it is not unusual to see many themes and topics at these conferences revolving around adventure education. Some people who attend these conferences may leave with the impression that adventure education is the same thing as experiential education.

But experiential education is much broader in application, and is often viewed as a learning process rather than a content. A hands-on approach is often used with this educational process, but it is not always necessary. What is necessary is that people problem solve by developing a plan, and then test out this plan in reality. Dewey (1916) refers to this process as the reflective experience which includes perplexity, surveying the information at hand, formulating a hypothesis, and testing this plan against reality.(p. 150).

This learning process can be utilized in teaching many subjects, including more formal curricula such as math, biology, chemistry, and physics. For example, a math teacher who uses survey instruments to teach the class how to calculate the number of board feet in a tree is using an experiential approach to learning. Similarly when students collect water samples to test pollution levels, or mix chemicals to produce certain reactions, they are learning experientially. The goal is to learn principles and methods of math or chemistry, but to do so they engage in problem-solving that requires hands-on involvement.

Adventure educators might use this learning process while teaching a variety of activities. For example, people test out their ideas when they try certain moves to climb difficult sections on the rock, use certain strokes to keep the canoe going straight, or navigate unfamiliar ground using a map and compass. But adventure education is different than experiential education in that it has a specific content area which revolves around a variety of adventure activities. People who participate in adventure education learn skills such as knot tying, belaying, and climbing, yet even though the content entails learning specific skills, the purpose is to help people learn more about themselves and the world they live in. Educational benefits include such things as enhanced self esteem, stronger leadership skills, greater willingness to take risks, and renewed self confidence. Unlike experiential education, it is a field that has a specific content area and well-defined educational goals.

APPENDIX OF PRESENTERS

Altman, Dave, 369 Rabbit Skip Road, Eaton, GA, 31024, (912) 453-5186

Arndt, Eric, 6 Walnut Street, Brattleboro, VT, 05301, (802) 257-5053

Bartley, Natalie, 1820 Nth 11th St, Boise, ID, 83702, (208) 378-2373

Berman, Dene, Jennifer Davis-Berman, Christian Itin, Michael McGowan, Lifespan Counseling Associates, 1698 Forestdale Avenue, Dayton, OH, 45432, (513) 848-4605

Bunting, Camille, Martha Muckleroy, Outdorr Education Institute, Texas A&M University, College Station, TX, 77843-4343, (409) 845-3758

Burney, Paul, Brooke Bickford, P.O. Box 159, Conroe, TX, 77305-0159, (409) 539-1922

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Carrelli, Rosario, P.O. Box 1626, Ranchos de Taos, NM, 87557, (505) 758-5090

Carver, Rebecca, 1105 Altschul Avenue, Menlo Park, CA, 94025, (415) 854-3036

Cohen, Jeff, P.O. Box 650050, Austin, TX, 78765, (512) 454-3492

Cohl, Geoffry , City As School, 16 Clarkson Street, New York, NY, 10014, (212) 691-7801

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Connolly, Marjorie, Crow Canyon Archeological Center, 23390 County Road K, Cortez, CO, 81321, (303) 565-8975

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